

Carrollton-Farmers Branch Independent School District

Newman Smith High School

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

Table of Contents

| | |
|--|----|
| Comprehensive Needs Assessment | 4 |
| Demographics | 4 |
| Student Learning | 6 |
| School Processes & Programs | 8 |
| Perceptions | 10 |
| Priority Problem Statements | 12 |
| Comprehensive Needs Assessment Data Documentation | 14 |
| Guiding Objectives | 16 |
| Guiding Objective 1: Optimize Engaging and Diverse Learning | 17 |
| Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs | 33 |
| Guiding Objective 3: Optimize Community Engagement | 41 |
| Guiding Objective 4: Optimize Social and Emotional Health of all students | 46 |
| Guiding Objective 5: Optimize All Available Resources | 53 |
| RDA Strategies | 57 |
| Targeted Support Strategies | 58 |
| Additional Targeted Support Strategies | 59 |
| Campus Improvement Committee | 60 |
| Campus Funding Summary | 61 |

Comprehensive Needs Assessment

Revised/Approved: August 4, 2022

Demographics

Demographics Summary

We are a suburban school outside of Dallas, TX established in 1975 with 59% Hispanic, 22% African American, 9% White, 6% Asian, and 4% American Indian, Pacific Islander, or Two or More Races. 50% of parents have come to the campus for a restorative conference with the restorative coordinator, teacher, and scholar. We have a social media presence for teachers and parents. We regularly offer virtual coffee with the principal.

We have a less diverse teaching population in an increasingly diverse scholar population with high levels of economically disadvantaged and emergent bilingual scholars. Our scholar/teacher ratio: 16.2
The number of scholars: 1,992.

We are a campus committed to and responsible for providing specially designed instruction led by IEP plans for students that have been identified with a disability. The plan is specifically tailored to the needs of each scholar. Scholars with dyslexia are on the rise.

We are a campus committed to supporting all students to be college, career, or military ready without remediation (just like our mission states). We use our advisory period to present grade-level appropriate information during the school year. Advisory is unique to each grade level. We have a team of 6 counselors, one CCMR dean, and one administrator that works together to plan and develop strategies to assist our scholars in completing the task associated with college readiness: TSIA2 testing, college and FAFSA applications, and DCP steps. Our CCMR committee meets with various stakeholders monthly.

Newman is in its second year of CTE programs of study. Certifications are on the rise. CTE is trending positively gaining scholars and teachers.

According to MAP data, we are a campus with 42% of scholars NOT reading on a high school level or above. We are committed to encouraging students to explore their literary interests and providing opportunities for exposure to a vast array of literary pieces.

We believe scholars should produce excellent and challenging art and performance through our fine arts programs. We believe that a tradition of excellence has established a legacy for fine arts at Newman Smith. We were a blue ribbon school of excellence with an emphasis on the arts in 2006. 56% of scholars are involved in a fine arts program.

We believe an orderly environment negates the impact of income level on achievement. We believe in a school-wide system of discipline that reduces variance from classroom to classroom. The Clean Slate Restorative Discipline System provides a common language for both teachers and administration. Strikes create consistency with teachers and throughout all classrooms; tiers provide consistency within the administration. We believe parents should be involved in the discipline of the scholar. Our system aims to develop an attitude of empathy with the staff and to reduce discipline disproportionality. The staff is committed to constant monitoring of the clean slate system and implements reset when necessary.

We are a campus that doesn't recognize that we serve an approximately 30% EB population and seeks to help each scholar achieve their highest potential. Emerging Bilingual scholars face challenges specific to learning English, high poverty, and learning a completely foreign culture. Our faculty recognizes that improving the educational outcomes for EBs is critical to our success.

Scholar athletes come to us with athletic potential. Scholars are brought into eligibility and passing classes. We have the highest eligibility rate in the district. The overall culture has improved under the new head coach. The character expectation is transferred to the classroom. There has been a dramatic change in the behavior of our scholar-athletes. 31% of scholars are involved in athletics.

We have seen improvement due to our discipline program. We are committed to having a safe campus for scholars and teachers. We have seen a shift in our alternative placements from fighting to under the influence of drugs. We recognize that our building is not a grid which makes safety more difficult to put effective systems into place. Our numbers of violent incidents are on the decline and our security officers know our scholars by name and by need.

Demographics Strengths

Our diverse population leads to rich discussions, different perspectives, and experiences.

We have a pocket of strength in our teaching population - meaning a few teachers who are strong but have many gaps. We did a campus needs assessment last year, but the only evidence of change is our learning lab and teacher IEP training.

We serve 1614 students in the CTE department: 5.67% Asian, 20.4% Black, Hispanic 62.38%, White 7.5 %, two or more 3.3%. Over 400 scholars received their Entrepreneurship and Small Business IBC. This is huge growth for the IBC's on our campus.

Our most recent CCMR data shows a great increase in Industry Based Certifications we are up from 2.6% to 14.6%. from TAPR (2019-2020). 62.8% of the annual graduates were College Ready. out of that percentage, 45.7% were African American, 64.6% Hispanic, 78% White, 80% Asian.

Smith's graduation rate for 2020 (the most recent data) is 92.4%, which is higher than the state percentage of 90.3% but 2% points below the district.

Our counselors work within a system that focuses on seniors and the graduation rate.

Smith's attendance rate for 2020-2021 was 96.6%, slightly lower than the state attendance rate of 98.3%.

Parents have at least four opportunities to engage in parent/school events that include parent conferences, meet the teacher, open house,s and parent education classes. With over 80% Hispanic population, (many first-generation high school graduates) families and students have a strong emphasis on family and respect.

Our most recent data from TAPR (2020-2021) showed that 61% of the annual graduates were college-ready. Out of that percentage, 43.6% of African American were college ready, 62.7% of Hispanic, 75.6% of white, and 80.0% of Asian were college-ready.

The TAPR showed that our Attendance rate in 2019-2020 was 96.6%, an increase of 4% over 2018-2019.

We serve a population of students that received a wide array of reading strategies, as they move across their contents, for how to get the gist of a text and synthesize information. Students have opportunities through the school library to acquire diverse reading materials both print and online.

Scholars have more of a sense of belonging and becoming thanks to campus clubs.

NSHS Athletics is undergoing a culture change with a new head coach, we are seeing this in our participation numbers and win/loss column.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment-MAP. **Root Cause:** 84% of EB's have been in US schools for 6 or more years without achieving exit criteria.

Problem Statement 2 (Prioritized): There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. **Root Cause:** Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support.

Problem Statement 3 (Prioritized): Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

Problem Statement 4 (Prioritized): Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Problem Statement 5 (Prioritized): Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). **Root Cause:** High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Problem Statement 6 (Prioritized): Our faculty and staff have not adjusted to the exploding population of emerging bilinguals and economically disadvantaged scholars. We are a campus with 42% of scholars NOT reading on a high school level or above according to MAP data. We don't know every scholar by name and by need. The instruction given does not meet the scholar's individual needs. **Root Cause:** The rapid increase in emerging bilingual enrollment. In the last 5 years, we have more than doubled the emergent bilingual population. The faculty and staff have had little to no training on emerging bilingual strategies that benefit all scholars. Low income often results in less reading material at home; parents work multiple jobs, leaving little time available to make reading a priority.

Problem Statement 7 (Prioritized): Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause:** The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 8 (Prioritized): Low reading levels and interest among the scholar population at Newman Smith High School. **Root Cause:** Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.

Student Learning

Student Learning Summary

At Newman Smith, scholar learning is focused on supporting mastery of the Essential Standards identified for each grade level and content area. The teachers have been faced with many challenges over the past couple of years in educating our scholars and preparing them to master the essential standards. Our emergent bilingual population is functioning at 20% below the rest of the campus in English I and English II.

EOC Data Spring 2022 - Preliminary results (US History is incorrect in Aware)

| Test | State Passing | District Passing | Smith Passing | DNA | Approaches | Meets | Masters |
|------------|------------------|---------------------|------------------|-----|------------|-------|---------|
| ELA I | 63% | 55% | 48% | 52% | 10% | 32% | 6% |
| ELA II | 71% | 65% | 58% | 42% | 10% | 42% | 6% |
| Algebra | 72% | 71% | 63% | 37% | 22% | 28% | 13% |
| Biology | 82% | 79% | 71% | 29% | 16% | 43% | 12% |
| US History | 89% | 85% | 84% | 16% | 10%? | 63% | 11%? |

In 2021, For all individual domains scholars were consistently > 10% below state for meets; SAT showed scholars just 7% below state for meets (62/69%); All (contents) showed a slight improvement of generally < 10% with the exception of Alg/SS which outperformed the state at meets (59/49%)

47.2% complete the coherent sequence and state average is 58.5%

On the TAPR 2020-2021, the graduating class showed a decrease from 85.5% to 74.8% in TSI ELA. Math TSI showed a decrease from 51.3% to 35.8%. Both subjects saw an overall number of 34.6% (down from 50.8% from 2019).

Due to the pandemic and hybrid program Newman Smith offered last year, student achievement scores declined although student attendance rate improved

Lack of parent engagement in most students' education and school activities results in students' apathetic to school activities/events.

Student Learning Strengths

Students in fine arts are achieving high levels of success at the district, region, and state levels. Groups consistently receive superior ratings at UIL Concert and Sight Reading and often have all region and all state musicians. Students also are often recognized for their excellent visual art at both the region and state levels.

Emergent Bilingual scholars show a strong desire to acquire English and have strong skills in technology.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). **Root Cause:** High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Problem Statement 2 (Prioritized): Our faculty and staff have not adjusted to the exploding population of emerging bilinguals and economically disadvantaged scholars. We are a campus with 42% of scholars NOT reading on a high school level or above according to MAP data. We don't know every scholar by name and by need. The instruction given does not meet the scholar's individual needs. **Root Cause:** The rapid increase in emerging bilingual enrollment. In the last 5 years, we have more than doubled the emergent bilingual population. The faculty and staff have had little to no training on emerging bilingual strategies that benefit all scholars. Low income often results in less reading material at home; parents work multiple jobs, leaving little time available to make reading a priority.

Problem Statement 3 (Prioritized): Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

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Problem Statement 5 (Prioritized): For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment-MAP. **Root Cause:** 84% of EB's have been in US schools for 6 or more years without achieving exit criteria.

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School Processes & Programs

School Processes & Programs Summary

Our mission at Newman Smith High School is to graduate all scholars to be college, career, and military ready without remediation.

Newman Smith High School is a 9-12 comprehensive high school with a full array of programs: special education, general education, second language acquisition programming, CTE, AP, and GT.

Newman Smith High School is collecting data on instructional practices, curricula, personnel support and training, organizational leadership, and administrative programs. For instruction, the administrators complete TTESS observations to foster relationships with teachers. Administrators and the guiding coalition also develop Professional Development opportunities that focus on instructional skills and data. Each department has an instructional facilitator who is also a member of the guiding coalition. These facilitators work to bridge the gap between teachers and administrators. The instructional facilitators also work with the department managers to ensure that curricular expectations and assessment protocols are followed to the best of their ability. For personnel, department leaders work with administrators to seek out and interview high-quality teaching candidates. For the organization, meetings are consistently conducted with the Campus leadership team, discipline committee, Campus Improvement Committee (CIC), administration, and graduation team. In the area of administration, the teachers and staff are using restorative practices to meet the students' social and emotional needs. Included in restorative practice, the campus has created a restorative center, a peace room, and a strike zone. Other administrative processes include professional development periods, advisory lessons, bell-to-bell instruction, and data-driven instructional practices.

School Processes & Programs Strengths

Strengths: All programs are well-established.

We have a plethora of curricular choices and material goods to deliver curriculum.

Most departments have access to curricular resources (gap is CTE and LOTE)

Our general command structure from Principal to teacher is one of academic prescriptive competence (instructional expertise shared among administrative staff).

Problem Statements Identifying School Processes & Programs Needs

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Perceptions

Perceptions Summary

The mission of Newman Smith High School is to graduate all scholars to be college, career, and military ready without remediation. As a campus, we are guided by the 5 that drive which are made of culture, data, observations, and feedback, MTSS and restorative practices. Each of those categories is supported by systems in place on the campus such as the Clean Slate Discipline System and TIL processes. Because of Smith's demographics, many perceive the school as low-performing or not capable. This is an incorrect perception. Newman Smith has a history of great traditions and success, although a large percentage of our students are emergent bilinguals.

Newman Smith's mission is to graduate every scholar to be college, career, or military ready without remediation. As a campus Smith is guided by the "5 that drive," which are made of culture, data, observation and feedback, MTSS, and restorative practices. Each of those categories is supported by professional learning communities and the work that we have done in PLC. Our percentage of economically disadvantaged scholars has grown by 5% from the 2019-20 school year to 2020-2021. This demographic change has affected the number of scholars who pay for ACT/SAT testing and has also affected the participation in organizations such as the Parent Teacher Student Association. In order to meet the needs of our diverse scholar population, Smith has recently begun teaching SEL through our state-mandated advisory periods. Additionally, it has added several new clubs to support students of various races, sexual orientations, and interests. From the 2019-2020 school year to 2020-2021, there was a 4% increase in the percentage of scholars that believed the discipline system is fair. Similarly, 90% of teachers approve of the discipline system to redirect off-task behavior. These teacher and student perceptions are validated by Newman Smith's disciplinary trend. In the year before Clean Slate was implemented, 106 students received a disciplinary placement. The number of placements shot up to 134 while teachers and students adjusted to the system. However, in 2020-2021, the number of scholars with a disciplinary placement dramatically decreased by 5 almost half from the previous year. Only 76% of scholars received a disciplinary placement in 2020-2021. The system seems to be working to discourage scholars from acting negatively during school hours. In 2018-2019, only 68.6% of the campus was identified as Title One; however, in 2020-2021, this number jumped to 100% of the campus' population. In addition, the number of ELs increased from 410 to 571 scholars which is an 8% jump. In order to graduate these scholars without remediation, Smith is focusing on EL strategies that we can use for all scholars.

Perceptions Strengths

Strengths: Many perceive Newman Smith as a school with support and engaging faculty and staff, which is very true.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause:** The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

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Problem Statement 3 (Prioritized): Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

Problem Statement 4 (Prioritized): Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

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Priority Problem Statements

Problem Statement 5: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices.

Root Cause 5: Personnel needs, lower on prioritized and scheduling conflicts.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 1: For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment- MAP.

Root Cause 1: 84% of EB's have been in US schools for 6 or more years without achieving exit criteria.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2).

Root Cause 3: High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: Parent involvement in students' education is low due to a weak relationship between teachers and parents.

Root Cause 7: The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy.

Root Cause 6: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Our faculty and staff have not adjusted to the exploding population of emerging bilinguals and economically disadvantaged scholars. We are a campus with 42% of scholars NOT reading on a high school level or above according to MAP data. We don't know every scholar by name and by need. The instruction given does not meet the scholar's individual needs.

Root Cause 4: The rapid increase in emerging bilingual enrollment. In the last 5 years, we have more than doubled the emergent bilingual population. The faculty and staff have had little to no training on emerging bilingual strategies that benefit all scholars. Low income often results in less reading material at home; parents work multiple jobs, leaving little time available to make reading a priority.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School.

Root Cause 8: Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.

Problem Statement 8 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations.

Root Cause 2: Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Alternative Education Accountability (AEA) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Objectives

Revised/Approved: April 25, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2023, the percentage of graduates who meet college-ready criteria for English and Math through SAT, ACT, TSIA, or College Prep ELA, or College Prep Math will increase by 3%.





High Priority

HB3 Guiding Objective

Evaluation Data Sources: TAPR

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 1: Conduct reviews of each scholar transcript to ensure graduates meet at least one college, career, or military readiness indicator.</p> <p>Strategy's Expected Result/Impact: For the 2023 school year, scholars meeting the criteria will increase by 3%</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 6 - School Processes & Programs 4 - Perceptions 6</p> | | | | |

| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: Review each graduation plan for all incoming 9th graders to ensure there is a plan for meeting the CCMR criteria. Strategy's Expected Result/Impact: For the 2023 school year, 100% of all 9th graders will have a plan for meeting at least one of the CCMR criteria prior to graduation. Staff Responsible for Monitoring: Lead Counselor and Associate Principal - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 6 - School Processes & Programs 4 - Perceptions 6 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Require all Junior and Senior teachers to use TSIA/SAT/ACT released practice questions in a TO-DO style format daily. Strategy's Expected Result/Impact: TSIA/SAT/ACT scores will increase. Staff Responsible for Monitoring: Math and ELA Team Leads, Administration - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 6 - School Processes & Programs 4 - Perceptions 6 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| Strategy 4 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 4: Conduct 2 prep sessions (outside of the school day) each semester to prepare students for the TSIA2 assessment. Strategy's Expected Result/Impact: Build a foundation of reading and math. Staff Responsible for Monitoring: Assistant Principal in charge of TSIA. - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2, 5, 8 - Student Learning 1, 6, 8 - School Processes & Programs 4, 5, 8 - Perceptions 2, 6, 7 Funding Sources: Extra pay for teachers - 199 General Budget - \$2,700, Materials - 199 General Budget - \$300 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | | |

Goal 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 2: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. Root Cause: Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support. |
| Problem Statement 5: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). Root Cause: High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context. |
| Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. Root Cause: Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home. |
| Student Learning |
| Problem Statement 1: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). Root Cause: High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context. |
| Problem Statement 6: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. Root Cause: Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support. |
| Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. Root Cause: Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home. |

School Processes & Programs

Problem Statement 4: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. **Root Cause:** Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support.

Problem Statement 5: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). **Root Cause:** High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. **Root Cause:** Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.

Perceptions

Problem Statement 2: Low reading levels and interest among the scholar population at Newman Smith High School. **Root Cause:** Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.

Problem Statement 6: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. **Root Cause:** Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support.

Problem Statement 7: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). **Root Cause:** High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May of 2023, 58% of Newman Smith Scholars read on a high school level (at least 850 lexile level or above). By Spring MAP, 65% of Newman Smith scholars will be reading on a high school level.





High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR and MAP

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 1: Allot specified time called D.E.A.R. (drop everything and read) to each class. We will provide scholar books.</p> <p>Strategy's Expected Result/Impact: A rise (growth) in the reading level of all scholars.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Lead in each department, and TIL Coach</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 5, 6, 8 - Student Learning 1, 2, 5, 8 - School Processes & Programs 3, 5, 6, 8 - Perceptions 2, 5, 7, 8</p> <p>Funding Sources: Books for Scholars - 211 Title I - \$5,300</p> | | | | |

| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: Provide Seidlitz Training (coaching and training for all teachers to use with scholars with a focus on emerging bilingual strategies). Strategy's Expected Result/Impact: 3% Improvement in our Emergent Bilingual Scores Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal Liaison Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 5, 6, 8 - Student Learning 1, 2, 5, 8 - School Processes & Programs 3, 5, 6, 8 - Perceptions 2, 5, 7, 8 Funding Sources: Seidlitz Training - 211 Title I - \$16,000 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Use Texas Instructional Leadership (TIL) - DDI - knowing every scholar by name and by need. Strategy's Expected Result/Impact: Student/Teacher relationships will greatly improve. Student grades and attendance will also improve. Staff Responsible for Monitoring: TIL Coaches - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 1, 3, 5, 6, 8 - Student Learning 1, 2, 3, 5, 8 - School Processes & Programs 1, 3, 5, 6, 8 - Perceptions 2, 3, 5, 7, 8 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 4: Use Beers and Probst strategies to read across every content area. Such as stop and jot. Strategy's Expected Result/Impact: Scholars will improve their reading comprehension across all content areas. Staff Responsible for Monitoring: TIL Coaches - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Demographics 1, 3, 5, 6, 8 - Student Learning 1, 2, 3, 5, 8 - School Processes & Programs 1, 3, 5, 6, 8 - Perceptions 2, 3, 5, 7, 8 | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment- MAP. Root Cause: 84% of EB's have been in US schools for 6 or more years without achieving exit criteria. |
| Problem Statement 3: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. Root Cause: Personnel needs, lower on prioritized and scheduling conflicts. |
| Problem Statement 5: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). Root Cause: High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context. |
| Problem Statement 6: Our faculty and staff have not adjusted to the exploding population of emerging bilinguals and economically disadvantaged scholars. We are a campus with 42% of scholars NOT reading on a high school level or above according to MAP data. We don't know every scholar by name and by need. The instruction given does not meet the scholar's individual needs. Root Cause: The rapid increase in emerging bilingual enrollment. In the last 5 years, we have more than doubled the emergent bilingual population. The faculty and staff have had little to no training on emerging bilingual strategies that benefit all scholars. Low income often results in less reading material at home; parents work multiple jobs, leaving little time available to make reading a priority. |
| Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. Root Cause: Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home. |
| Student Learning |
| Problem Statement 1: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). Root Cause: High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context. |

Student Learning

Problem Statement 2: Our faculty and staff have not adjusted to the exploding population of emerging bilinguals and economically disadvantaged scholars. We are a campus with 42% of scholars NOT reading on a high school level or above according to MAP data. We don't know every scholar by name and by need. The instruction given does not meet the scholar's individual needs. **Root Cause:** The rapid increase in emerging bilingual enrollment. In the last 5 years, we have more than doubled the emergent bilingual population. The faculty and staff have had little to no training on emerging bilingual strategies that benefit all scholars. Low income often results in less reading material at home; parents work multiple jobs, leaving little time available to make reading a priority.

Problem Statement 3: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

Problem Statement 5: For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment- MAP. **Root Cause:** 84% of EB's have been in US schools for 6 or more years without achieving exit criteria.

Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. **Root Cause:** Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.

School Processes & Programs

Problem Statement 1: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

Problem Statement 3: For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment- MAP. **Root Cause:** 84% of EB's have been in US schools for 6 or more years without achieving exit criteria.

Problem Statement 5: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). **Root Cause:** High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

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Perceptions

Problem Statement 2: Low reading levels and interest among the scholar population at Newman Smith High School. **Root Cause:** Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.

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Perceptions

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Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May of 2023, we will increase our CCMR percentage by 5% through industry-based certifications.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: The number of industry-based certifications.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Require all CTE courses to offer an industry-based certification. Strategy's Expected Result/Impact: 3% increase in our CCMR scores. Staff Responsible for Monitoring: Principal, Associate Principal, Certification Facilitator TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2, 3, 4, 7 - Student Learning 3, 4, 6, 7 - School Processes & Programs 1, 2, 4, 7 - Perceptions 1, 3, 4, 6 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Require all CTE courses will take 4 weeks to teach and test for the ESB IBC. Strategy's Expected Result/Impact: An overall 3% increase in our CCMR data for the 2022-2023 school year (meaning that Seniors have to participate and complete). We will also see a 3% increase in the other cohorts (2026, 2025, and 2024). Staff Responsible for Monitoring: Principal, Certification Facilitator TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2, 3, 4, 7 - Student Learning 3, 4, 6, 7 - School Processes & Programs 1, 2, 4, 7 - Perceptions 1, 3, 4, 6 Funding Sources: District CTE funding to pay for ESB tests. - 289 Title IV - CTE - \$5,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 3 Problem Statements:

Demographics

Problem Statement 2: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. **Root Cause:** Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support.

Problem Statement 3: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Problem Statement 7: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause:** The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Student Learning

Problem Statement 3: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Problem Statement 6: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. **Root Cause:** Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support.

Problem Statement 7: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause:** The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

School Processes & Programs

Problem Statement 1: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

Problem Statement 2: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

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Problem Statement 7: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause:** The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Perceptions

Problem Statement 1: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause:** The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 3: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

Perceptions

Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Problem Statement 6: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. **Root Cause:** Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: Increase the English STAAR End-of-Course Performance by 3% in English I, 6% for English II, 3% for US History, 5% for Biology, and 5% for Algebra I - by June 2023.

High Priority





HB3 Guiding Objective

Evaluation Data Sources: TAPR

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Require scholars to complete an ongoing reflection of previous learning through warm-up style notebooks, and use these in continuous spiraling. Strategy's Expected Result/Impact: Increase student reading levels as measured by MAP. Staff Responsible for Monitoring: Assistant Principals, by department - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 5, 8 - Student Learning 1, 5, 8 - School Processes & Programs 3, 5, 8 - Perceptions 2, 5, 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment Strategy's Expected Result/Impact: Increase student reading levels as measured by MAP. Staff Responsible for Monitoring: Assistant Principals, by department - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 5, 8 - Student Learning 1, 5, 8 - School Processes & Programs 3, 5, 8 - Perceptions 2, 5, 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 3: Use performance assessments as unit grades instead of MC tests (connection to bigger pictures). Strategy's Expected Result/Impact: Increase student reading levels as measured by MAP. Staff Responsible for Monitoring: Assistant Principals, by department - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 5, 8 - Student Learning 1, 5, 8 - School Processes & Programs 3, 5, 8 - Perceptions 2, 5, 7 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| Strategy 4 Details | | Reviews | | | |
| Strategy 4: Conduct two EOC-English I and II tutorial sessions (outside of the school day) per semester, within two months of testing (Winter and Spring). Strategy's Expected Result/Impact: Increase student performance on diagnostic from beginning to end by 7%. Staff Responsible for Monitoring: Assistant Principals, by department Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 5, 8 - Student Learning 1, 5, 8 - School Processes & Programs 3, 5, 8 - Perceptions 2, 5, 7 Funding Sources: EOC-English I and II tutorial sessions - 211 Title I - \$11,600 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 5: Provide a variety of reading books/materials that engage and challenge students to read both fiction and non-fiction selections. AND implement annotation strategies for reading passages. Strategy's Expected Result/Impact: Increase student reading levels as measured by MAP. Staff Responsible for Monitoring: Assistant Principals, by department - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 5, 8 - Student Learning 1, 5, 8 - School Processes & Programs 3, 5, 8 - Perceptions 2, 5, 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: Track student TEK deficiencies for US History, Algebra I, and Biology I through blitz pullout review sessions, led by Social Studies, Math, and Science teachers. These will be held within 6 weeks before each EOC assessment. Strategy's Expected Result/Impact: Increase student reading levels as measured by MAP. Staff Responsible for Monitoring: Assistant Principals, by department - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 5, 8 - Student Learning 1, 5, 8 - School Processes & Programs 3, 5, 8 - Perceptions 2, 5, 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: Provide individualized standardized test support (TSIA, SAT, ACT) through Imagine Math. Strategy's Expected Result/Impact: Increase student reading levels as measured by MAP. Staff Responsible for Monitoring: Assistant Principals, by department - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 5, 8 - Student Learning 1, 5, 8 - School Processes & Programs 3, 5, 8 - Perceptions 2, 5, 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 8 Details | | Reviews | | | |
|--|--|--|-----|-----|-----------|
| Strategy 8: Identify scholars with the potential to attain Master's level EOC and lead in advanced pullout review sessions. Strategy's Expected Result/Impact: Increase student reading levels as measured by MAP. Staff Responsible for Monitoring: Assistant Principals, by department - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 6 - School Processes & Programs 4 - Perceptions 6 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment- MAP. Root Cause: 84% of EB's have been in US schools for 6 or more years without achieving exit criteria. |
| Problem Statement 2: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. Root Cause: Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support. |
| Problem Statement 5: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). Root Cause: High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context. |
| Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. Root Cause: Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home. |
| Student Learning |
| Problem Statement 1: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). Root Cause: High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context. |
| Problem Statement 5: For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment- MAP. Root Cause: 84% of EB's have been in US schools for 6 or more years without achieving exit criteria. |
| Problem Statement 6: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. Root Cause: Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support. |
| Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. Root Cause: Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home. |

School Processes & Programs

Problem Statement 3: For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment- MAP. **Root Cause:** 84% of EB's have been in US schools for 6 or more years without achieving exit criteria.

Problem Statement 4: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. **Root Cause:** Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support.

Problem Statement 5: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). **Root Cause:** High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. **Root Cause:** Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.

Perceptions

Problem Statement 2: Low reading levels and interest among the scholar population at Newman Smith High School. **Root Cause:** Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.

Problem Statement 5: For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment- MAP. **Root Cause:** 84% of EB's have been in US schools for 6 or more years without achieving exit criteria.

Problem Statement 6: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. **Root Cause:** Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support.


Problem Statement 7: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). **Root Cause:** High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.


Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs


Goal 1: In the 2022 school year, 84% feel safe at the school and 75% of teachers say my school is a physically safe school for scholars. By May of 2023, 100% of the staff will be required to take the Upbeat Survey, and the overall safety areas will increase on the Upbeat Survey by 5% from 66% to 71%.


Evaluation Data Sources: Upbeat survey data

| Strategy 1 Details | Reviews | | | |
|--------------------|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| Student Learning |
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| School Processes & Programs |
| Problem Statement 2: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |

Perceptions

Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.





Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: By May of 2023, we will have continued to use and improve our restorative discipline system "Clean Slate". 90% of the staff approve of Clean Slate. According to the Upbeat Survey 45% of our teachers claimed "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes". Our goal is the Upbeat Survey will improve from 45% to 55%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Discipline Data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 1: Provide Restorative training by our Restorative IIRP trained staff member Chase Marrier to all staff. Provide new staff training by Debbie Millican on July 25th. Strategy's Expected Result/Impact: Upbeat survey data will increase 10%. Staff Responsible for Monitoring: Restorative Facilitator, Assistant Principal Liaison Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 2 - Perceptions 4 | | | | |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | |

Goal 2 Problem Statements:

| Demographics |
|---|
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| Student Learning |
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| School Processes & Programs |
| Problem Statement 2: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |





Perceptions

Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 3: By May of 2023, scholars who use the Strike Zone 3 times or more decrease from 20% to 10%.

Evaluation Data Sources: Clean slate discipline system data.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide continued Restorative training and discussion throughout the school year, during PLC or PD sessions. Strategy's Expected Result/Impact: By 2023, 10% decrease in strike 3's. Staff Responsible for Monitoring: Restorative Facilitator, Assistant Principal Liaison TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 2 - Perceptions 4 Funding Sources: Money - 199 General Budget - \$500 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| Student Learning |
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| School Processes & Programs |
| Problem Statement 2: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |

Perceptions

Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 4: Reduce the number of violent incidents at school by 2% by May 2023

Evaluation Data Sources: PEIMS submissions from the 2021-2022 and 2022-2023 school years

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Implement a school-wide monitoring system for passing periods to increase the adult presence and supervision. Strategy's Expected Result/Impact: Reduced hallway misbehaviors Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 2 - Perceptions 4 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Goal 4 Problem Statements:

| Demographics |
|---|
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| Student Learning |
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| School Processes & Programs |
| Problem Statement 2: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |

Perceptions

Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.





Guiding Objective 3: Optimize Community Engagement

Goal 1: In continuing restorative conferences and circles, we will increase the number of circles from 50% to 65%, by May 2023.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Clean slate discipline system data.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide training on the "Use Capturing Kids Hearts", and use it as a systemic change and programmatic solution. Strategy's Expected Result/Impact: Clean slate discipline system data. Staff Responsible for Monitoring: Restorative Facilitator, Assistant Principal Liaison Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 2 - Perceptions 4 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |


Goal 1 Problem Statements:


| Demographics |
|---|
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| Student Learning |
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| School Processes & Programs |
| Problem Statement 2: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| Perceptions |
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |


Guiding Objective 3: Optimize Community Engagement


Goal 2: By May of 2023, increase the number of parents who receive alerts in TEAMS/Parent Square for attendance and grades from 50% to 60%.

| Strategy 1 Details | Reviews | | | |
|--------------------|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 5: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). Root Cause: High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.</p> <p>Problem Statement 7: Parent involvement in students' education is low due to a weak relationship between teachers and parents. Root Cause: The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system</p> <p>Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. Root Cause: Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.</p> |
| Student Learning |
| <p>Problem Statement 1: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). Root Cause: High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.</p> <p>Problem Statement 7: Parent involvement in students' education is low due to a weak relationship between teachers and parents. Root Cause: The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system</p> <p>Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. Root Cause: Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.</p> |

School Processes & Programs

Problem Statement 5: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). **Root Cause:** High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Problem Statement 7: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause:** The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. **Root Cause:** Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.

Perceptions

Problem Statement 1: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause:** The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system





Problem Statement 2: Low reading levels and interest among the scholar population at Newman Smith High School. **Root Cause:** Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.

Problem Statement 7: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). **Root Cause:** High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Guiding Objective 3: Optimize Community Engagement

Goal 3: Increase parent participation in grade-level meetings and meet-the-teacher nights by 10% by May 2023.

Evaluation Data Sources: Attendance records for grade-level meetings and meet-the-teacher nights from 2021-2022 to 2022-2023.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Conduct 1 parent (grade-level specific) meeting AND 1 meet-the-teacher night, per semester. Strategy's Expected Result/Impact: Increased parent participation and engagement in school. Staff Responsible for Monitoring: Counselors, Assistant Principals - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 2, 7 - Student Learning 6, 7 - School Processes & Programs 4, 7 - Perceptions 1, 6 Funding Sources: Parent Meeting Materials - 211 Title I - \$750 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 3 Problem Statements:

| Demographics |
|--|
| Problem Statement 2: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. Root Cause: Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support. |
| Problem Statement 7: Parent involvement in students' education is low due to a weak relationship between teachers and parents. Root Cause: The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system |
| Student Learning |
| Problem Statement 6: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. Root Cause: Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support. |
| Problem Statement 7: Parent involvement in students' education is low due to a weak relationship between teachers and parents. Root Cause: The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system |

School Processes & Programs

Problem Statement 4: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. **Root Cause:** Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support.

Problem Statement 7: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause:** The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Perceptions

Problem Statement 1: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause:** The language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system





Problem Statement 6: There is a gap in College Readiness benchmarks, application completion and college-going behavior between our Asian and White subpopulations and our African American and Hispanic subpopulations. **Root Cause:** Students and parents are unaware of the postsecondary education opportunities other than a bachelor's or associate's degree. The process is difficult to navigate without support.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May of 2023, we will use the panorama survey to make a goal that is centered around scholars' perception of our scholar-teacher relationships.

High Priority

Evaluation Data Sources: Panorama survey

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide training on the "Use Capturing Kids Hearts", and use it as a systemic change and programmatic solution. Strategy's Expected Result/Impact: A goal will be established that gives the staff and administration an opportunity to create an action plan to increase the scholar's perception of the scholar-teacher relationship. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 2 - Perceptions 4 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| Student Learning |
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| School Processes & Programs |
| Problem Statement 2: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |

Perceptions





Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By May of 2023, improve overall attendance on the campus and in an advisory class by 10%.

High Priority

Evaluation Data Sources: Attendance data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide training on the "Use Capturing Kids Hearts", and use it as a systemic change and programmatic solution. Strategy's Expected Result/Impact: By May 2023, attendance will increase by 10%. Staff Responsible for Monitoring: Assistant Principal Liaison, Associate Principal Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 2 - Perceptions 4 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Use Seidlitz strategies to tailor instruction for scholar engagement. Strategy's Expected Result/Impact: By May 2023, attendance will increase by 10%. Staff Responsible for Monitoring: Principal, Associate Principal Problem Statements: Demographics 3, 4, 6 - Student Learning 2, 3, 4 - School Processes & Programs 1, 2, 6 - Perceptions 3, 4, 8 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Utilize community resources to improve scholar attendance. Strategy's Expected Result/Impact: By May of 2023, improve overall attendance on the campus and in an advisory class by 10%. Staff Responsible for Monitoring: Assistant Principal Liaison, Associate Principal ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 2 - Perceptions 4 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2 Problem Statements:

Demographics

Problem Statement 3: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Problem Statement 6: Our faculty and staff have not adjusted to the exploding population of emerging bilinguals and economically disadvantaged scholars. We are a campus with 42% of scholars NOT reading on a high school level or above according to MAP data. We don't know every scholar by name and by need. The instruction given does not meet the scholar's individual needs. **Root Cause:** The rapid increase in emerging bilingual enrollment. In the last 5 years, we have more than doubled the emergent bilingual population. The faculty and staff have had little to no training on emerging bilingual strategies that benefit all scholars. Low income often results in less reading material at home; parents work multiple jobs, leaving little time available to make reading a priority.

Student Learning

Problem Statement 2: Our faculty and staff have not adjusted to the exploding population of emerging bilinguals and economically disadvantaged scholars. We are a campus with 42% of scholars NOT reading on a high school level or above according to MAP data. We don't know every scholar by name and by need. The instruction given does not meet the scholar's individual needs. **Root Cause:** The rapid increase in emerging bilingual enrollment. In the last 5 years, we have more than doubled the emergent bilingual population. The faculty and staff have had little to no training on emerging bilingual strategies that benefit all scholars. Low income often results in less reading material at home; parents work multiple jobs, leaving little time available to make reading a priority.

Problem Statement 3: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

School Processes & Programs

Problem Statement 1: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

Problem Statement 2: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Problem Statement 6: Our faculty and staff have not adjusted to the exploding population of emerging bilinguals and economically disadvantaged scholars. We are a campus with 42% of scholars NOT reading on a high school level or above according to MAP data. We don't know every scholar by name and by need. The instruction given does not meet the scholar's individual needs. **Root Cause:** The rapid increase in emerging bilingual enrollment. In the last 5 years, we have more than doubled the emergent bilingual population. The faculty and staff have had little to no training on emerging bilingual strategies that benefit all scholars. Low income often results in less reading material at home; parents work multiple jobs, leaving little time available to make reading a priority.

Perceptions

Problem Statement 3: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** Personnel needs, lower on prioritized and scheduling conflicts.

Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Perceptions

Problem Statement 8: Our faculty and staff have not adjusted to the exploding population of emerging bilinguals and economically disadvantaged scholars. We are a campus with 42% of scholars NOT reading on a high school level or above according to MAP data. We don't know every scholar by name and by need. The instruction given does not meet the scholar's individual needs. **Root Cause:** The rapid increase in emerging bilingual enrollment. In the last 5 years, we have more than doubled the emergent bilingual population. The faculty and staff have had little to no training on emerging bilingual strategies that benefit all scholars. Low income often results in less reading material at home; parents work multiple jobs, leaving little time available to make reading a priority.


Guiding Objective 4: Optimize Social and Emotional Health of all students


Goal 3: By May 2023, reduce incidents of bullying by 5%.


High Priority


Evaluation Data Sources: PEIMS data, Counseling/Admin records

| Strategy 1 Details | Reviews | | | |
|--------------------|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| Student Learning |
| Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |
| School Processes & Programs |
| Problem Statement 2: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise. |

Perceptions

Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Guiding Objective 5: Optimize All Available Resources





Goal 1: By May of 2023, leverage the master schedule for the highest scholar achievement results. We will improve all EOC scores by 3% at the approaches and meets. Improve by 1% for the master's level.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: TAPR, PEIMS data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Require students needing the State-required Accelerated Instruction to participate in class rotations for HB4545 or period plus approach. Strategy's Expected Result/Impact: By May of 2023, leverage the master schedule for highest scholar achievement results. We will improve all EOC scores by 3% at the approaches and meets. Improve by 1% for the masters level. Staff Responsible for Monitoring: Principal, Associate Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1, 5, 8 - Student Learning 1, 5, 8 - School Processes & Programs 3, 5, 8 - Perceptions 2, 5, 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Give TIL period for the TIL instructional coaches, give an Academy period for the three academy directors. Strategy's Expected Result/Impact: By May of 2023, leverage the master schedule for the highest scholar achievement results. We will improve all EOC scores by 3% at the approaches and meets. Improve by 1% for the master's level. Staff Responsible for Monitoring: Principal, Associate Principal Problem Statements: Demographics 1, 5, 8 - Student Learning 1, 5, 8 - School Processes & Programs 3, 5, 8 - Perceptions 2, 5, 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Provide ESSER classes for Algebra, ELA I and ELA II. Strategy's Expected Result/Impact: By May of 2023, leverage the master schedule for the highest scholar achievement results. We will improve all EOC scores by 3% at the approaches and meets. Improve by 1% for the master's level. Staff Responsible for Monitoring: Principal, Associate Principal Problem Statements: Demographics 1, 5, 8 - Student Learning 1, 5, 8 - School Processes & Programs 3, 5, 8 - Perceptions 2, 5, 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Utilize teaching units to teach English I, II, and Algebra I to EOC retesters. Strategy's Expected Result/Impact: ESSER classes for Algebra, ELA I and ELA II will result in a 3% improvement in English and Mathematics. Staff Responsible for Monitoring: Principal, Associate Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 5, 8 - Student Learning 1, 5, 8 - School Processes & Programs 3, 5, 8 - Perceptions 2, 5, 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Review all departmental budgets with the department managers to ensure that needs are met and all funds expended. Strategy's Expected Result/Impact: Increased scholar opportunity for learning through careful expenditures of budget. Staff Responsible for Monitoring: Principal - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 4, 5, 8 - Student Learning 1, 4, 5, 8 - School Processes & Programs 2, 3, 5, 8 - Perceptions 2, 4, 5, 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment- MAP. Root Cause: 84% of EB's have been in US schools for 6 or more years without achieving exit criteria.</p> <p>Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.</p> <p>Problem Statement 5: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). Root Cause: High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.</p> <p>Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. Root Cause: Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.</p> |
| Student Learning |
| <p>Problem Statement 1: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). Root Cause: High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.</p> <p>Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.</p> <p>Problem Statement 5: For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment- MAP. Root Cause: 84% of EB's have been in US schools for 6 or more years without achieving exit criteria.</p> <p>Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. Root Cause: Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.</p> <p>Problem Statement 3: For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment- MAP. Root Cause: 84% of EB's have been in US schools for 6 or more years without achieving exit criteria.</p> <p>Problem Statement 5: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). Root Cause: High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.</p> <p>Problem Statement 8: Low reading levels and interest among the scholar population at Newman Smith High School. Root Cause: Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.</p> |

Perceptions

Problem Statement 2: Low reading levels and interest among the scholar population at Newman Smith High School. **Root Cause:** Low-income levels often result in less reading material at home; poor parents work multiple jobs, leaving little time available to take their children to the public library. Poverty means cramped living quarters with no quiet places for scholars to read. Poverty essentially means little leisure time, space, and money. Low income often results in less reading material at home.

Problem Statement 4: Campus teaching practices and scholar engagement show a lack of empathy and presence of implicit bias on the part of the teacher. Although there is a presence of scholar apathy, the solution is to address teacher relationship building and pedagogy. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn. Meaning the emphasis for teachers is only on content expertise.

Problem Statement 5: For scholars categorized as Emerging Bilinguals, they are underperforming on both the state assessment - EOC and the National Assessment- MAP. **Root Cause:** 84% of EB's have been in US schools for 6 or more years without achieving exit criteria.

Problem Statement 7: Scholars at Newman Smith struggle to pass EOC's (specifically English 1 and 2). **Root Cause:** High absenteeism, low engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

RDA Strategies

| Guiding Objective | Goal | Strategy | Description |
|-------------------|------|----------|---|
| 1 | 1 | 3 | Require all Junior and Senior teachers to use TSIA/SAT/ACT released practice questions in a TO-DO style format daily. |
| 1 | 1 | 4 | Conduct 2 prep sessions (outside of the school day) each semester to prepare students for the TSIA2 assessment. |
| 1 | 2 | 1 | Allot specified time called D.E.A.R. (drop everything and read) to each class. We will provide scholar books. |
| 1 | 2 | 3 | Use Texas Instructional Leadership (TIL) - DDI - knowing every scholar by name and by need. |
| 1 | 4 | 3 | Use performance assessments as unit grades instead of MC tests (connection to bigger pictures). |
| 1 | 4 | 4 | Conduct two EOC-English I and II tutorial sessions (outside of the school day) per semester, within two months of testing (Winter and Spring). |
| 1 | 4 | 6 | Track student TEK deficiencies for US History, Algebra I, and Biology I through blitz pullout review sessions, led by Social Studies, Math, and Science teachers. These will be held within 6 weeks before each EOC assessment. |
| 1 | 4 | 8 | Identify scholars with the potential to attain Master's level EOC and lead in advanced pullout review sessions. |

Targeted Support Strategies

| Guiding Objective | Goal | Strategy | Description |
|-------------------|------|----------|---|
| 1 | 1 | 1 | Conduct reviews of each scholar transcript to ensure graduates meet at least one college, career, or military readiness indicator. |
| 1 | 1 | 2 | Review each graduation plan for all incoming 9th graders to ensure there is a plan for meeting the CCMR criteria. |
| 1 | 1 | 3 | Require all Junior and Senior teachers to use TSIA/SAT/ACT released practice questions in a TO-DO style format daily. |
| 1 | 1 | 4 | Conduct 2 prep sessions (outside of the school day) each semester to prepare students for the TSIA2 assessment. |
| 1 | 2 | 1 | Allot specified time called D.E.A.R. (drop everything and read) to each class. We will provide scholar books. |
| 1 | 2 | 2 | Provide Seidlitz Training (coaching and training for all teachers to use with scholars with a focus on emerging bilingual strategies). |
| 1 | 4 | 1 | Require scholars to complete an ongoing reflection of previous learning through warm-up style notebooks, and use these in continuous spiraling. |
| 1 | 4 | 2 | Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment |
| 1 | 4 | 3 | Use performance assessments as unit grades instead of MC tests (connection to bigger pictures). |
| 1 | 4 | 5 | Provide a variety of reading books/materials that engage and challenge students to read both fiction and non-fiction selections. AND implement annotation strategies for reading passages. |
| 1 | 4 | 6 | Track student TEK deficiencies for US History, Algebra I, and Biology I through blitz pullout review sessions, led by Social Studies, Math, and Science teachers. These will be held within 6 weeks before each EOC assessment. |
| 1 | 4 | 7 | Provide individualized standardized test support (TSIA, SAT, ACT) through Imagine Math. |
| 1 | 4 | 8 | Identify scholars with the potential to attain Master's level EOC and lead in advanced pullout review sessions. |
| 2 | 4 | 1 | Implement a school-wide monitoring system for passing periods to increase the adult presence and supervision. |
| 3 | 3 | 1 | Conduct 1 parent (grade-level specific) meeting AND 1 meet-the-teacher night, per semester. |
| 5 | 1 | 5 | Review all departmental budgets with the department managers to ensure that needs are met and all funds expended. |

Additional Targeted Support Strategies

| Guiding Objective | Goal | Strategy | Description |
|-------------------|------|----------|---|
| 1 | 1 | 1 | Conduct reviews of each scholar transcript to ensure graduates meet at least one college, career, or military readiness indicator. |
| 1 | 1 | 2 | Review each graduation plan for all incoming 9th graders to ensure there is a plan for meeting the CCMR criteria. |
| 1 | 1 | 3 | Require all Junior and Senior teachers to use TSIA/SAT/ACT released practice questions in a TO-DO style format daily. |
| 1 | 1 | 4 | Conduct 2 prep sessions (outside of the school day) each semester to prepare students for the TSIA2 assessment. |
| 1 | 4 | 2 | Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment |
| 1 | 4 | 3 | Use performance assessments as unit grades instead of MC tests (connection to bigger pictures). |
| 1 | 4 | 4 | Conduct two EOC-English I and II tutorial sessions (outside of the school day) per semester, within two months of testing (Winter and Spring). |
| 1 | 4 | 6 | Track student TEK deficiencies for US History, Algebra I, and Biology I through blitz pullout review sessions, led by Social Studies, Math, and Science teachers. These will be held within 6 weeks before each EOC assessment. |
| 1 | 4 | 8 | Identify scholars with the potential to attain Master's level EOC and lead in advanced pullout review sessions. |

Campus Improvement Committee

| Committee Role | Name | Position |
|-----------------------------|--------------------|-----------------------------------|
| Parent | Tracy Rutan | Parent |
| Administrator | Amy Bridges | Associate Principal |
| Administrator | Stephanie Jimenez | Principal |
| Administrator | Brooke Hall | Assistant Principal |
| Administrator | Kenneth Infante | Assistant Principal |
| Administrator | Charles Morrison | Instructional Facilitator |
| Paraprofessional | Blaine Chamberlain | Department Manager |
| Classroom Teacher | Chasity Henson | Special Education Department Head |
| Paraprofessional | Claudia Vasquez | Principal's Secretary |
| Classroom Teacher | Joanna McDowell | English Instructional Facilitator |
| Paraprofessional | John Evans | NAF Academy Director |
| District-level Professional | Kathleen Holdge | District CTE Facilitator |
| Administrator | Robyn Elliott | Assistant Principal |
| Classroom Teacher | Sabrina Pace | Scholar Facilitator |
| Administrator | Ashley Davidson | Assistant Principal |
| Classroom Teacher | Sasha Marrier | IBA Director |
| Business Representative | Wil Murphy | McDonald's |
| Business Representative | Trent Cox | CIO - Raytheon |
| Business Representative | Kate Haydon | NAF |
| Parent | Jerline Woods | Parent |
| Parent | Regina Edwards | Parent |

Campus Funding Summary

| 211 Title I | | | | | |
|-----------------------------|------|----------|--|--------------|-------------|
| Guiding Objective | Goal | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Books for Scholars | | \$5,300.00 |
| 1 | 2 | 2 | Seidlitz Training | | \$16,000.00 |
| 1 | 4 | 4 | EOC-English I and II tutorial sessions | | \$11,600.00 |
| 3 | 3 | 1 | Parent Meeting Materials | | \$750.00 |
| Sub-Total | | | | | \$33,650.00 |
| Budgeted Fund Source Amount | | | | | \$33,650.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$33,650.00 |
| Grand Total Spent | | | | | \$33,650.00 |
| +/- Difference | | | | | \$0.00 |