Carrollton-Farmers Branch Independent School District

Turner 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

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Comprehensive Needs Assessment

Revised/Approved: May 11, 2022

Demographics

Demographics Summary

We are a group of educators experienced in a variety of educational domains/backgrounds who are tasked with assisting young adults to develop basic competency in those topical domains (curricula) as well as navigating through their struggles with a multitude of personal and societal conditions

We are committed to and responsible for providing specially designed instruction to students that have been identified with a disability and demonstrate a need for such instruction.

We are a campus committed to support all students in their post-secondary education plans. We provide college, career, and military exploration from grade 9th through advisory and we target instruction and interventions as students advance in their grade level to support the students, we count with a team of 6 counselors, one CCMR dean, and one administrator who work together to plan and develop strategies to assist the students in completing the task associated with college readiness: TSIA2 testing, College and financial aid applications and Dallas County Promise Steps.

We are a title 1 school with 6 counselors who are committed to serve all students to be college, career and/or military ready by the time they leave high school. This is accomplished through a multitude of services provided designed to reach the individual students' social and emotional needs.

We are a campus who knows the importance of attendance and provide a multitude of services including home visits, phone calls, transportation to help students attend school each day.

We are a suburban school outside of Dallas, TX established in 1903 with a prominently Hispanic population.

We are a campus committed to encouraging students to explore their literary interests by increasing their linguistic abilities and providing opportunities for exposure to a vast array of literary pieces.

We are a campus dedicated to engaging a diverse student population in performing and visual arts to achieve excellence and create artistry.

We are a campus who serves a >40% EB population and seeks to help each student achieve their highest potential. Emerging Bilingual students face challenges to 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.

Demographics Strengths

Our diverse population demonstrate a desire to understand their world in a rich variety of ways that can be tapped into

Our freshman retention rate is a 3x higher than the state average, also representing one of the highest rates in CFBISD...Our graduation, attendance, College/Career/Military Ready rate increased from 2019-2020, while we saw a decrease in both our dropout rate & chronic absenteeism within the same time period. The class of 2020 did not have a single student

dropout of school; we saw a 96.8% graduation rate, with the final 3.2% continuing HS. Graduates with a "Completed IEP and Workforce Readiness" & Graduates under an "Advanced Diploma Plan and Identified as a Current Special Education Student" saw an increase from 2019-2020 with the former meeting the state average, and the latter with a significant increase from: 2019-0.8%, 14% to 2020- 3.2%, 50% Our 2020 graduates met CCMR Indicators at a higher rate than the district and state.

We serve 1482 students with in the CTE department: 4.72% Asian, 4.93% Black, Hispanic 79.22%, Indigenous .13% two or more 1.55% white 9.45% Eco Dis 57% Sped .6%

Our most recent data from TAPR (2020-2021). 63.5% of the annual graduates were College Ready. out of that percentage, 56.3% were African American, 66.5% Hispanic, 81.3% White, 86.7% Asian.

Turner's graduation rate for 2020 (the most recent data) is 96.7%, which is significantly higher than the state percentage of 90.3%

Due to the unique needs of our student population and infrastructructure all students have multiple opportunities available to them to be successful after high school.

Turners attendance rate improved 4.5% from the prior year (during a pandemic).

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

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 a diverse reading materials both print and online.

Fine arts students at Turner have a desire to be successful and create something meaningful.

As a group, Emerging Bilingual students tend to be highly motivated to learn (English especially), are very adaptable, are polite and eager to please. They also tend to be sympathetic--especially to newcomers--and volunteer to help other students in any way they can.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emerging Bilingual students are underachieving on EOC STAAR as evidenced by low "Meets Standard" performance: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27% **Root Cause:** 84% of EBs have been in US schools for 6 or more years without achieving exit criteria.

Problem Statement 2 (Prioritized): How can we as educators tap into the multitude of (each individual's) curiosity that already exists to best assist them to be successful in each core area? **Root Cause:** Many students display a lack of interest in new topics from a variety of causes: Through lack of personal connection; technical/background understanding; lack of freedom of investigation/exploration; an inadvertent, but learned fear of failing; other...

Problem Statement 3 (Prioritized): Our special education student struggle with chronic absenteeism at a higher rate than other demographics on our campus. 12.5% of sped students drop out and the campus drop out rate is 3% (Class 2019) Chronic absenteeism: 21.7% Campus: 14.7% **Root Cause:** TBD

Problem Statement 4 (Prioritized): No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators **Root Cause:** Students unaware of CTE opportunities on campus and IBC offered through them, parents not aware when enrolling EB, staff training on current state

funding and CTE

Problem Statement 5 (Prioritized): There is a gap in College Readiness benchmarks, application completion and college going behavior between our Asian and White sub-populations and our African American and Hispanic sub-populations. **Root Cause:** Students and parents are unaware of the postsecondary education opportunities other than a bachelors or associates degree. the college application process is difficult to navigate without support.

Problem Statement 6 (Prioritized): Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause:** 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 (Prioritized): Low reading levels and interest among student populations. **Root Cause:** Low income often results in less reading material at home.

Problem Statement 8 (Prioritized): Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause:** High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.

Student Learning

Student Learning Summary

In 2021, For all individual domains students were consistently > 10% below state for meets; SAT showed students just 5% below state for meets (64/69%), and 3% above masters (17/14%); All (contents) showed a slight improvement of generally < 10% with the exception of All/SS which nearly matched meets (48/49%).

76.9% of CTE students complete the coherent sequence and state average is 58.5%.

On the TAPR 2020-2021 the graduating class 2019-20 showed an increase in the TSI readiness from the previous year from 70.4.2% to 72.9% in ELA . there was a slight decrease from 43.9% to 43.6% in Math. For both subjects, the decrease went from 40.8% to 39.3%. Participation in Dual credit course went from 8.6% to 4.1%. The students' participation on AP courses decreased from 45.9% to 38.7% the following year, but participaticipation in OnRamps courses went from 4.7% to 19.0%. IBCs are in the 11.1%

Turner provides multiple avenues to provide SEL and counseling education to our students

Due to the pandemic and hybrid program Turner 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 in school activities/events.

Literacy: E1 - 51% performed @ approaches grade level (4% below CFB; 16% below state), 30% performed @ meets grade level (8% below CFB; 12% below state), 7% performed at masters (1% below CFB; 5 % below state), E2 - 51% approaches (9% below CFB; 20% below state), 35% @ meets (10% below CFB, 18% below state), 5% @ masters (3% below CFB; 6% below state), All grades ELAR/Rdg - 51% @ approaches (12% below CFB; 17% below state), 31% @ meets (6% below CFB; 13% below state), 6% @ masters (9% below CFB; 16% below state)

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 are at both the region and state levels.

Students met standard in of the following areas: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27%

Student Learning Strengths

In 2021 SAT Masters was above state (17/14%) and All/SS nearly matched meets (48/49%)

147 students have earned IBC in 20-21, 69% of our student Populations is enrolled in a CTE program of study

In 2021 SAT Masters was above state (17/14%) and All/SS nearly matched meets (48/49%); in 2020, the percentage of annual graduates who completed and received credit for College Prep ELA was 23.7% compared to 7.3% state average and for College Prep Math the percentage was 14.7% compared to 9.7% state average. AP/IB Results (Participation) (Grades 11-12) (all subjects) was 25.4% compared to 22.0% state average and AP/IB Results (Examinees >= Criterion) (Grades 11-12) (all subjects) was 55.5% compared to 59.0% state average

Students have the opportunity, through SEL lessons, relationships with staff and core curriculum develop social and emotional learning. Academic Counselors meet with every

student, at Turner, to discuss graduation requirements and opportunities after graduation

Map data has proven that students who attended school in person out performed remote students. Students who attended in person school gained more than 1 year of growth.

Students interested in non-traditional school reading material (such as manga).

Students in Fine Arts classes show consistent growth in tone, reading, and technical skills throughout the year.

Students show strong desire to acquire English and have a strong skills in technology.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause:** High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.

Problem Statement 2 (Prioritized): Emerging Bilingual students are underachieving on EOC STAAR as evidenced by low "Meets Standard" performance: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27% **Root Cause:** 84% of EBs have been in US schools for 6 or more years without achieving exit criteria.

Problem Statement 3 (Prioritized): Our special education student struggle with chronic absenteeism at a higher rate than other demographics on our campus. 12.5% of sped students drop out and the campus drop out rate is 3% (Class 2019) Chronic absenteeism: 21.7% Campus: 14.7% **Root Cause:** TBD

Problem Statement 4 (Prioritized): No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators **Root Cause:** Students unaware of CTE opportunities on campus and IBC offered through them, parents not aware when enrolling EB, staff training on current state funding and CTE

School Processes & Programs

School Processes & Programs Summary

RL Turner HS 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.

School Processes & Programs Strengths

All programs are well-established.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause:** 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 (Prioritized): Our special education student struggle with chronic absenteeism at a higher rate than other demographics on our campus. 12.5% of sped students drop out and the campus drop out rate is 3% (Class 2019) Chronic absenteeism: 21.7% Campus: 14.7% **Root Cause:** TBD

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Problem Statement 4 (Prioritized): Students are struggling to develop genuine relationships and bonds with their peers, teachers and others. **Root Cause:** Students have experienced a two-year break in traditional (consistent, familiar and effective) schooling which as increased anxiety and frustration in students.

Perceptions

Perceptions Summary

Because of Turner's demographics, many perceive the school as low-performing or not capable. This is an incorrect perception. RLT has a history of great traditions and success, although a large percentage of our students are second-language learners.

Perceptions Strengths

Many perceive RLT as a school with a support and engaging faculty and staff, which is very true.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low reading levels and interest among student populations. **Root Cause:** Low income often results in less reading material at home.

Priority Problem Statements

Problem Statement 1: Emerging Bilingual students are underachieving on EOC STAAR as evidenced by low "Meets Standard" performance: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27%

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

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 8: Students struggle to pass EOCs (specifically English 1 & 2);

Root Cause 8: High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.

Problem Statement 8 Areas: Demographics - Student Learning

Problem Statement 7: Low reading levels and interest among student populations.

Root Cause 7: Low income often results in less reading material at home.

Problem Statement 7 Areas: Demographics - Perceptions

Problem Statement 6: Parent involvement in students' education is low due to a weak relationship between teachers and parents.

Root Cause 6: 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 Areas: Demographics - School Processes & Programs

Problem Statement 2: How can we as educators tap into the multitude of (each individual's) curiosity that already exists to best assist them to be successful in each core area?

Root Cause 2: Many students display a lack of interest in new topics from a variety of causes: Through lack of personal connection; technical/background understanding; lack of freedom of investigation/exploration; an inadvertent, but learned fear of failing; other...

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our special education student struggle with chronic absenteeism at a higher rate than other demographics on our campus. 12.5% of sped students drop out and the campus drop out rate is 3% (Class 2019) Chronic absenteeism: 21.7% Campus: 14.7%

Root Cause 3: TBD

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

Problem Statement 4: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators

Root Cause 4: Students unaware of CTE opportunities on campus and IBC offered through them, parents not aware when enrolling EB, staff training on current state funding and CTE

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

Problem Statement 9: Students are struggling to develop genuine relationships and bonds with their peers, teachers and others.

Root Cause 9: Students have experienced a two-year break in traditional (consistent, familiar and effective) schooling which as increased anxiety and frustration in students.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 5: There is a gap in College Readiness benchmarks, application completion and college going behavior between our Asian and White sub-populations and our African American and Hispanic sub-populations.

Root Cause 5: Students and parents are unaware of the postsecondary education opportunities other than a bachelors or associates degree. the college application process is difficult to navigate without support.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data

Guiding Objectives

Revised/Approved: May 11, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: The percentage of graduates who meet at least one college, career, or military readiness indicator within the A-F accountability framework (excluding the CTE Coherent Sequence criterion that is scheduled to be discontinued as a CCMR indicator) will increase from 69 % to 74 % by August 2023.

    High Priority

    HB3 Guiding Objective

    Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Conduct reviews of each student transcript to ensure graduates meet at least one college, career or military readiness indicator.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: For 2023, 74% of students will meet at least one criteria.
    Staff Responsible for Monitoring: Counselors
 	
    TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
 - **Results Driven Accountability**
Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: Review each Personal Graduation Plan for all incoming 9th graders to ensure there is a plan for meeting the CCMR criteria.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: For 2023, 100% of all 9th graders will have a plan for meeting at least one 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
 - **Results Driven Accountability**
    Problem Statements: Demographics 5				

0% No Progress **100%** Accomplished → Continue/Modify ✕ Discontinue				

Goal 1 Problem Statements:

Demographics
Problem Statement 4: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators **Root Cause**: Students unaware of CTE opportunities on campus and IBC offered through them, parents not aware when enrolling EB, staff training on current state funding and CTE
Problem Statement 5: There is a gap in College Readiness benchmarks, application completion and college going behavior between our Asian and White sub-populations and our African American and Hispanic sub-populations. **Root Cause**: Students and parents are unaware of the postsecondary education opportunities other than a bachelors or associates degree. the college application process is difficult to navigate without support.
Student Learning
Problem Statement 4: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators **Root Cause**: Students unaware of CTE opportunities on campus and IBC offered through them, parents not aware when enrolling EB, staff training on current state funding and CTE
School Processes & Programs
Problem Statement 3: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators **Root Cause**: Students unaware of CTE opportunities on campus and IBC offered through them, parents not aware when enrolling EB, staff training on current state funding and CTE

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: The percentage of graduates who meet TSI criteria through SAT, ACT, Accuplacer (TSIA) or a college preparatory course in English Language Arts will increase from 74 % to 79 % by August 2023.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Conduct 2 Saturday preparation sessions each semester to prepare students for the TSIA2 assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase percentage of students meeting the TSA criteria by 4%. **Staff Responsible for Monitoring:** Assistant Principal in-charge of TSIA2. **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 - Results Driven Accountability** **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 3 **Funding Sources:** Extra duty pay for teachers. - 199 General Budget - $2,700, Materials - 199 General Budget - $350	**Oct**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 4: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators **Root Cause**: Students unaware of CTE opportunities on campus and IBC offered through them, parents not aware when enrolling EB, staff training on current state funding and CTE

Student Learning
Problem Statement 4: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators **Root Cause**: Students unaware of CTE opportunities on campus and IBC offered through them, parents not aware when enrolling EB, staff training on current state funding and CTE

School Processes & Programs

Problem Statement 3: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators
Root Cause: Students unaware of CTE opportunities on campus and IBC offered through them, parents not aware when enrolling EB, staff training on current state funding and CTE

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: Increase the percentage of graduates who meet TSI criteria through SAT, ACT, Accuplacer (TSIA) or a college preparatory course in Mathematics from 50% to 55% by August 2023.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Conduct 2 Saturday preparation sessions each semester to prepare students for the TSIA2 assessment by April 2023.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase percentage of students meeting the TSA criteria by 6%. **Staff Responsible for Monitoring:** Assistant Principal in-charge of TSIA2. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 5 **Funding Sources:** Extra duty pay for teachers. - 199 General Budget - $2,250, Materials - 199 General Budget - $350				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3 Problem Statements:

Demographics
Problem Statement 5: There is a gap in College Readiness benchmarks, application completion and college going behavior between our Asian and White sub-populations and our African American and Hispanic sub-populations. **Root Cause**: Students and parents are unaware of the postsecondary education opportunities other than a bachelors or associates degree. the college application process is difficult to navigate without support.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: Increase the percentage of graduates who earn TEA-approved Industry-Based Certifications from 8.9 % to 10.9 % by August 2023.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details		Reviews			
Strategy 1: Provide budget for transportation costs to allow students who are ready to test to be able to be transported.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in percentage of students who earn a TEA-approved IBC.		Oct	Jan	Mar	June
Staff Responsible for Monitoring: CTE Lead Teacher and Lead Counselor **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability **Problem Statements:** Demographics 4, 7 - Student Learning 4 - School Processes & Programs 3 - Perceptions 1 **Funding Sources:** Cost of buses - 199 General Budget - $1,000					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Goal 4 Problem Statements:

Demographics
Problem Statement 4: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators **Root Cause**: Students unaware of CTE opportunities on campus and IBC offered through them, parents not aware when enrolling EB, staff training on current state funding and CTE
Problem Statement 7: Low reading levels and interest among student populations. **Root Cause**: Low income often results in less reading material at home.
Student Learning
Problem Statement 4: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators **Root Cause**: Students unaware of CTE opportunities on campus and IBC offered through them, parents not aware when enrolling EB, staff training on current state funding and CTE

School Processes & Programs
Problem Statement 3: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators **Root Cause**: Students unaware of CTE opportunities on campus and IBC offered through them, parents not aware when enrolling EB, staff training on current state funding and CTE

Perceptions
Problem Statement 1: Low reading levels and interest among student populations. **Root Cause**: Low income often results in less reading material at home.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Increase the English STAAR End-of-Course Performance by 3 % for English I and 6% for English II by June 2023.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Require students to complete an ongoing reflection of previous learning through warm-up style notebook - these will be used for continuous spiraling. **Strategy's Expected Result/Impact:** Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** Notebooks - 199 General Budget - $1,000	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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 is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Demographics 1, 6, 7, 8 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Use performance assessments as unit grades instead of MC tests (connection to bigger pictures).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator-in-Charge of Department **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 8 - Student Learning 1				

Strategy 4 Details	Reviews			
Strategy 4: Conduct 4 Saturday school sessions with 2 month of testing (Winter and Spring).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance on diagnostic from Beginning to End by 7%.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Associate Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 1, 8 - Student Learning 1, 2 **Funding Sources:** Extra Duty Pay for Professionals - 211 Title I - $3,000				

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator-in-Charge of Department **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 2, 7 - Perceptions 1 **Funding Sources:** Classroom Libraries - 211 Title I - $5,300				

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Provide five days of Instructional Coaching for teachers on the Seven Steps to a Language Rich Classroom through the Seidlitz Education Group.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve performance of Emerging Bilingual students by 7% on the English I and English II EOC Exams by May 2023. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Professional Services Contract - 211 Title I - $16,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5 Problem Statements:

Demographics
Problem Statement 1: Emerging Bilingual students are underachieving on EOC STAAR as evidenced by low "Meets Standard" performance: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27% **Root Cause**: 84% of EBs have been in US schools for 6 or more years without achieving exit criteria.
Problem Statement 2: How can we as educators tap into the multitude of (each individual's) curiosity that already exists to best assist them to be successful in each core area? **Root Cause**: Many students display a lack of interest in new topics from a variety of causes: Through lack of personal connection; technical/background understanding; lack of freedom of investigation/exploration; an inadvertent, but learned fear of failing; other...
Problem Statement 6: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause**: 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: Low reading levels and interest among student populations. **Root Cause**: Low income often results in less reading material at home.
Problem Statement 8: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause**: High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.
Student Learning
Problem Statement 1: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause**: High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.
Problem Statement 2: Emerging Bilingual students are underachieving on EOC STAAR as evidenced by low "Meets Standard" performance: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27% **Root Cause**: 84% of EBs have been in US schools for 6 or more years without achieving exit criteria.
School Processes & Programs
Problem Statement 1: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause**: 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: Low reading levels and interest among student populations. **Root Cause**: Low income often results in less reading material at home.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Increase the Algebra I STAAR End-of-Course Performance by 4% by June 2023.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Require students to complete an ongoing reflection of previous learning through warm-up style notebook - these will be used for continuous spiraling.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** Notebooks - 199 General Budget - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 1, 6, 7, 8 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Use performance assessments as unit grades instead of MC tests (connection to bigger pictures).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator-in-Charge of Department **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 8 - Student Learning 1				

Strategy 4 Details	Reviews			
Strategy 4: Conduct 4 Saturday school sessions with 2 month of testing (Winter and Spring).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance on diagnostic from Beginning to End by 7%.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Associate Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 1, 8 - Student Learning 1, 2 **Funding Sources:** Extra Duty Pay for Professionals - 211 Title I - $3,000				

Strategy 5 Details	Reviews			
Strategy 5: Track student TEK deficiencies for Algebra I blitz review sessions led by Math teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator-in-charge of Math Department. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 2, 7 - Perceptions 1				

Strategy 6 Details		Reviews			
Strategy 6: Provide individualized standardized test support (TSI, SAT) through Imagine Math.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-charge of Math Department. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1, 8 - Student Learning 1, 2		**Oct**	**Jan**	**Mar**	**June**

Strategy 7 Details		Reviews			
Strategy 7: Identify Students with the potential to attain Masters level EOC and lead in advanced pullout review sessions.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-charge of Math Department. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 2, 8 - Student Learning 1		**Oct**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6 Problem Statements:

Demographics
Problem Statement 1: Emerging Bilingual students are underachieving on EOC STAAR as evidenced by low "Meets Standard" performance: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27% **Root Cause**: 84% of EBs have been in US schools for 6 or more years without achieving exit criteria.
Problem Statement 2: How can we as educators tap into the multitude of (each individual's) curiosity that already exists to best assist them to be successful in each core area? **Root Cause**: Many students display a lack of interest in new topics from a variety of causes: Through lack of personal connection; technical/background understanding; lack of freedom of investigation/exploration; an inadvertent, but learned fear of failing; other...
Problem Statement 6: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause**: 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: Low reading levels and interest among student populations. **Root Cause**: Low income often results in less reading material at home.
Problem Statement 8: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause**: High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.

Student Learning
Problem Statement 1: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause**: High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.
Problem Statement 2: Emerging Bilingual students are underachieving on EOC STAAR as evidenced by low "Meets Standard" performance: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27% **Root Cause**: 84% of EBs have been in US schools for 6 or more years without achieving exit criteria.
School Processes & Programs
Problem Statement 1: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause**: 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: Low reading levels and interest among student populations. **Root Cause**: Low income often results in less reading material at home.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Increase the Biology STAAR End-of-Course Performance by 5% by June 2023.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Require students to complete an ongoing reflection of previous learning through warm-up style notebook - these will be used for continuous spiraling.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** Notebooks - 199 General Budget - $1,000				
Strategy 2 Details	Reviews			
Strategy 2: Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 1, 6, 7, 8 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Use performance assessments as unit grades instead of MC tests (connection to bigger pictures).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator-in-Charge of Department **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Demographics 8 - Student Learning 1				

Strategy 4 Details	Reviews			
Strategy 4: Conduct 4 Saturday school sessions with 2 month of testing (Winter and Spring).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance on diagnostic from Beginning to End by 7%.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Associate Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Demographics 1, 8 - Student Learning 1, 2 **Funding Sources:** Extra Duty Pay for Professionals - 211 Title I - $3,000				

Strategy 5 Details	Reviews			
Strategy 5: Provide the annual "Biology Blitz" 6 weeks prior to STAAR testing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance on diagnostic from Beginning to End by 10%.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator-in-Charge of Department **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Demographics 2, 7 - Perceptions 1				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Goal 7 Problem Statements:

Demographics
Problem Statement 1: Emerging Bilingual students are underachieving on EOC STAAR as evidenced by low "Meets Standard" performance: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27% **Root Cause**: 84% of EBs have been in US schools for 6 or more years without achieving exit criteria.
Problem Statement 2: How can we as educators tap into the multitude of (each individual's) curiosity that already exists to best assist them to be successful in each core area? **Root Cause**: Many students display a lack of interest in new topics from a variety of causes: Through lack of personal connection; technical/background understanding; lack of freedom of investigation/exploration; an inadvertent, but learned fear of failing; other...
Problem Statement 6: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause**: 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: Low reading levels and interest among student populations. **Root Cause**: Low income often results in less reading material at home.
Problem Statement 8: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause**: High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.

Student Learning
Problem Statement 1: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause**: High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.
Problem Statement 2: Emerging Bilingual students are underachieving on EOC STAAR as evidenced by low "Meets Standard" performance: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27% **Root Cause**: 84% of EBs have been in US schools for 6 or more years without achieving exit criteria.

School Processes & Programs
Problem Statement 1: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause**: 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: Low reading levels and interest among student populations. **Root Cause**: Low income often results in less reading material at home.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: Increase the US History STAAR End-of-Course Performance by 3% by June 2023.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Require students to complete an ongoing reflection of previous learning through warm-up style notebook - these will be used for continuous spiraling.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase is student reading levels as measured by Interim Assessment. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** Notebooks - 199 General Budget - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase is student reading levels as measured by Interim Assessment. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 1, 6, 7, 8 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Use performance assessments as unit grades instead of MC tests (connection to bigger pictures).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by Interim Assessment.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator-in-Charge of Department **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 8 - Student Learning 1				

Strategy 4 Details	Reviews			
Strategy 4: Conduct 4 Saturday school sessions with 2 month of testing (Winter and Spring).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance on diagnostic from Beginning to End by 7%.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Associate Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 1, 8 - Student Learning 1, 2 **Funding Sources:** Extra Duty Pay for Professionals - 211 Title I - $3,000				

Strategy 5 Details	Reviews			
Strategy 5: Implement annotation strategy for reading passages.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by Interim Assessment.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator-in-Charge of Department **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 2, 7 - Perceptions 1				

0% No Progress	100% Accomplished	Continue/Modify	X Discontinue

Goal 8 Problem Statements:

Demographics
Problem Statement 1: Emerging Bilingual students are underachieving on EOC STAAR as evidenced by low "Meets Standard" performance: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27% **Root Cause**: 84% of EBs have been in US schools for 6 or more years without achieving exit criteria.
Problem Statement 2: How can we as educators tap into the multitude of (each individual's) curiosity that already exists to best assist them to be successful in each core area? **Root Cause**: Many students display a lack of interest in new topics from a variety of causes: Through lack of personal connection; technical/background understanding; lack of freedom of investigation/exploration; an inadvertent, but learned fear of failing; other...
Problem Statement 6: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause**: 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: Low reading levels and interest among student populations. **Root Cause**: Low income often results in less reading material at home.
Problem Statement 8: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause**: High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.

Student Learning
Problem Statement 1: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause**: High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.
Problem Statement 2: Emerging Bilingual students are underachieving on EOC STAAR as evidenced by low "Meets Standard" performance: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27% **Root Cause**: 84% of EBs have been in US schools for 6 or more years without achieving exit criteria.

School Processes & Programs
Problem Statement 1: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause**: 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: Low reading levels and interest among student populations. **Root Cause**: Low income often results in less reading material at home.

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

Goal 1: Reduce the number of violent incidents at school by 2% by May 2023.

High Priority

Evaluation Data Sources: PEIMS submissions from 2021-2022 and from 2022-2023.

Strategy 1 Details	Reviews			
Strategy 1: Implement school-wide monitoring system for passing periods to increase the adult-presence and supervision.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced hallway misbehaviors	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability** **Problem Statements:** School Processes & Programs 4				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Students are struggling to develop genuine relationships and bonds with their peers, teachers and others. **Root Cause**: Students have experienced a two-year break in traditional (consistent, familiar and effective) schooling which as increased anxiety and frustration in students.

Guiding Objective 3: Optimize Community Engagement

Goal 1: Increase parent participation in Grade Level Parent meetings by 10% by May 2023.

High Priority

Evaluation Data Sources: Attendance records for Grade Level Parent Meetings for 2021-2022;
Attendance records for Grade Level Parent Meetings for 2022-2023;

Strategy 1 Details	Reviews			
Strategy 1: Conduct 2 parent, grade-level specific, parent sessions during both semesters.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent participation and engagement in school.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Lead Counselor **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 6 - School Processes & Programs 1 **Funding Sources:** Extra Duty Pay for Professionals - 211 Title I - $850, Materials - 211 Title I - $750				
_{0%} No Progress _{100%} Accomplished → Continue/Modify ✕ Discontinue				

Goal 1 Problem Statements:

Demographics
Problem Statement 6: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause**: 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: Parent involvement in students' education is low due to a weak relationship between teachers and parents. **Root Cause**: 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

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

Goal 1: Reduce incidents of bullying by 5% by May 2023.

High Priority

Evaluation Data Sources: PEIMS reports;
Counselor records

Strategy 1 Details			Reviews		
Strategy 1: Implement anti-bullying lessons in advisory.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction in documented bullying disciplinary actions.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability** **Problem Statements:** School Processes & Programs 4					
0% No Progress	100% Accomplished	Continue/Modify	X Discontinue		

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Students are struggling to develop genuine relationships and bonds with their peers, teachers and others. **Root Cause**: Students have experienced a two-year break in traditional (consistent, familiar and effective) schooling which as increased anxiety and frustration in students.

Guiding Objective 5: Optimize All Available Resources

Goal 1: Expend local and title I budgets to within 5% of total allocation by 2023.

High Priority

Evaluation Data Sources: TEAMS reports

Strategy 1 Details	Reviews			
Strategy 1: Review all core department budgets with each department manager to ensure needs are met and all funds expended.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student opportunity for learning through careful expenditures of budget. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Demographics 7, 8 - Student Learning 1 - Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1 Problem Statements:

Demographics
Problem Statement 7: Low reading levels and interest among student populations. **Root Cause**: Low income often results in less reading material at home.
Problem Statement 8: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause**: High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.
Student Learning
Problem Statement 1: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause**: High absenteeism due to a variety of realities: having to work, care for younger siblings, temporary housing, lack of engagement.
Perceptions
Problem Statement 1: Low reading levels and interest among student populations. **Root Cause**: Low income often results in less reading material at home.

RDA Strategies

Guiding Objective	Goal	Strategy	Description
1	1	1	Conduct reviews of each student transcript to ensure graduates meet at least one college, career or military readiness indicator.
1	1	2	Review each Personal Graduation Plan for all incoming 9th graders to ensure there is a plan for meeting the CCMR criteria.
1	2	1	Conduct 2 Saturday preparation sessions each semester to prepare students for the TSIA2 assessment.
1	3	1	Conduct 2 Saturday preparation sessions each semester to prepare students for the TSIA2 assessment by April 2023.
1	4	1	Provide budget for transportation costs to allow students who are ready to test to be able to be transported.
1	5	1	Require students to complete an ongoing reflection of previous learning through warm-up style notebook - these will be used for continuous spiraling.
1	5	2	Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment.
1	5	3	Use performance assessments as unit grades instead of MC tests (connection to bigger pictures).
1	5	4	Conduct 4 Saturday school sessions with 2 month of testing (Winter and Spring).
1	5	5	Provide a variety of reading books/materials that engage and challenge students to read both fiction and non-fiction selections.
1	6	1	Require students to complete an ongoing reflection of previous learning through warm-up style notebook - these will be used for continuous spiraling.
1	6	2	Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment.
1	6	3	Use performance assessments as unit grades instead of MC tests (connection to bigger pictures).
1	6	4	Conduct 4 Saturday school sessions with 2 month of testing (Winter and Spring).
1	6	5	Track student TEK deficiencies for Algebra I blitz review sessions led by Math teachers.
1	6	7	Identify Students with the potential to attain Masters level EOC and lead in advanced pullout review sessions.
1	7	1	Require students to complete an ongoing reflection of previous learning through warm-up style notebook - these will be used for continuous spiraling.
1	7	2	Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment.
1	7	3	Use performance assessments as unit grades instead of MC tests (connection to bigger pictures).
1	7	4	Conduct 4 Saturday school sessions with 2 month of testing (Winter and Spring).
1	7	5	Provide the annual "Biology Blitz" 6 weeks prior to STAAR testing.
1	8	1	Require students to complete an ongoing reflection of previous learning through warm-up style notebook - these will be used for continuous spiraling.
1	8	2	Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment.
1	8	3	Use performance assessments as unit grades instead of MC tests (connection to bigger pictures).
1	8	4	Conduct 4 Saturday school sessions with 2 month of testing (Winter and Spring).

Guiding Objective	Goal	Strategy	Description
1	8	5	Implement annotation strategy for reading passages.
2	1	1	Implement school-wide monitoring system for passing periods to increase the adult-presence and supervision.
3	1	1	Conduct 2 parent, grade-level specific, parent sessions during both semesters.
4	1	1	Implement anti-bullying lessons in advisory.

Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	2	1	Conduct 2 Saturday preparation sessions each semester to prepare students for the TSIA2 assessment.

State Compensatory

Budget for Turner High School

Total SCE Funds:
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Turner High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dora Flores	AVID Teacher	1
Karen Hanson Whannell	ESL/English Teacher	1
Katherine Resa	Dual Language Math	1
Paula Turner	AVID Teacher	1

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Dr. Adam Grinage	Principal
Administrator	Kathryn Palmer	Associate Principal
Classroom Teacher	Brian Morrill	Science Teacher
Non-classroom Professional	Claudia Halman	Librarian
Classroom Teacher	Evan Brown	Choir Teacher
Classroom Teacher	Mary Mahaffey	Special Education Teacher
Classroom Teacher	Ryan McCully	Band Teacher
Paraprofessional	Sandra Burkhart	Secretary
Classroom Teacher	Shannon Miller	CTE Teacher
Non-classroom Professional	Sommer Flores	Counselor
Parent	Jennifer Bauer	Parent
Parent	Kimberly Ison	Parent
Parent	Christian Smith	Parent
Business Representative	Aaron Devlin	Business Representative
Business Representative	Steve Hamberger	Business Representative

Campus Funding Summary

			211 Title I		
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	4	Extra Duty Pay for Professionals		$3,000.00
1	5	5	Classroom Libraries		$5,300.00
1	5	6	Professional Services Contract		$16,000.00
1	6	4	Extra Duty Pay for Professionals		$3,000.00
1	7	4	Extra Duty Pay for Professionals		$3,000.00
1	8	4	Extra Duty Pay for Professionals		$3,000.00
3	1	1	Materials		$750.00
3	1	1	Extra Duty Pay for Professionals		$850.00
				Sub-Total	$34,900.00
				Budgeted Fund Source Amount	$34,900.00
				+/- Difference	$0.00
				Grand Total Budgeted	$34,900.00
				Grand Total Spent	$34,900.00
				+/- Difference	$0.00