Fort Worth Independent School District

086 TCC South Collegiate High School

2022-2023 Campus Improvement Plan

Mission Statement

Our mission is to prepare students for the rigorous demands of college and work, and for a range of competitive careers in energy related fields. In collaboration with Tarrant County College and our industry partners, we seek to close achievement gaps, to improve access to in-demand career pathways and competitive postsecondary programs, and to build a strong pipeline of student talent for a thriving local workforce and economy. Ultimately, our students leave us as skilled candidates for jobs on a ladder of career growth in energy fields, or as competitive applicants for four-year colleges and postsecondary programs.

Vision

TCC-South/FWISD Collegiate High School offers students a rigorous, relevant P-TECH curriculum that leads to a strong post-secondary education and/or equips students to be competitive applicants for postsecondary programs.

The Collegiate High School faculty, staff, and families share a vision for a school where:

—students pursue a college level curriculum and produce college quality work;
—cooperative and collaborative relationships exist among all stakeholders;
—students are self-motivated, independent learners who take personal responsibility for their education; and
—students are motivated to transfer to a baccalaureate program and pursue a post- graduate education or as competitive applicants for postsecondary programs.

Value Statement

TCC South/FWISD Collegiate High School offers all of you [students]:

Rigorous and Relevant Curricula

Coursework focused on a Pathways in Technology Curriculum that leads to:

College and Career Readiness

Strong Post-Secondary Education

Competitive Applicants for Post-Secondary Programs

TCC South/FWISD Collegiate High School is a community of intellectuals who hold to high standards and aspire to make the world a better place by:

Striving for Academic Excellence

Engaging in our Community

Exemplifying Responsibility and Integrity

Leading by Example

Leaving a Legacy to Follow

We will work to ensure…

§every student receives high-quality instruction.
§each classroom has high-quality professors and staff.
§there is a consistent focus and personal responsibility for improving student outcomes.
§a shared vision and culture of high expectations for all staff and students is established and implemented.
§clear alignment of goals, targets, and strategies to TCC South Collegiate's vision that improve teacher effectiveness and student outcomes.

Core Values
Integrity

Respect

Responsibility

Growth Mindset

Perseverance

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: April 25, 2022

Demographics

Demographics Summary

TCC So/FWISD Collegiate High School (TCC South Collegiate) is located on Tarrant County College's South Campus in South Fort Worth, Texas. We opened our doors in August 2015 as an early college high school, one of the FWISD's Schools of Choice and its third stand-alone collegiate high school. Due to the FWISD's strategic marketing and recruitment efforts, a diverse student population of 93 students enrolled as the school's first 9th grade cohort, the Class of 2019. We are proud to share that 78% of the Class of 2019, 83% of the Class of 2020, and 79% of the Class of 2021 earned their associate's degree within 4 years. To date, 49% of the Class of 2022 (81 students) are slated to graduate with their associate's degree from Tarrant County College in May 2022. Barriers to success caused by the pandemic since March 2020 have impacted 2-year college associate degree attainment. Each school year, the student population has increased as grade levels were added: 2016/17 (196 students), (2017/18 (255 students), 2018/19 (337 students), 2019/20 (325 students), 2020-2021 (353 students), and 2021-2022 (361 students). For the 2022-2023 school year, 375 students are projected to begin in the fall. Recruiting for the 2022-2023 school year has been more difficult than usual post-pandemic and the campus program coordinator is new to the position.

Any rising 9th or 10th grader is eligible to apply to TCC South Collegiate High School. Each year through a lottery system, students from within and outside of the FWISD attendance zone enroll after being assigned to our early college high school per the lottery. To expand college and career opportunities for all students and to build a strong workforce that supports the community, in the fall of 2019, TCC South Collegiate opened as the FWISD's first Pathways in Technology Early College High School. More than 250 students engage in 3 associate of applied science degree pathways including electrical technology, renewable energy resources, and the lineman program. Our fourth pathway includes an associate of arts degree focused on energy business-related coursework. The water operator pathway will begin in the 2022-2023 school year. Through each associate's degree pathway, students take classes that allow them to earn credentials and certificates in the respective fields.

Our strong, collaborative team of stakeholders includes school-based personnel, our IHE partner, Tarrant County College South Campus, industry partners, Oncor, Fort Worth Water, and Microsoft. We engage as a supportive community of learners and experts to offer the most thorough and productive PTECH experience for our students grounded in academics and work-based learning experiences.

Demographics Strengths

Diverse student groups are represented at each grade level due to recruitment efforts and District weighted lottery system.

Current Demographics for the 2021-2022 School Year:

Total Enrollment as of April 2022: 357 Students

Economically Disadvantaged: 80% (287 Students)

At-Risk: 57% (204 Students)

SPED: 2% (7 Students)

LEP: 22% (84 Students) The Emergent Bilingual student population has increased by 7% over the past 3 years.

504: 4% (15 Students)

African American: 20% (76 Students)

Hispanic: 68% (245 Students)

Other Groups: 10% *36 Students)

Male Students: 38% (137 Students)

Female Students: 62% (220 Students)

Texas Education Agency outcomes-based measures (OBMs) for the provisional designation type were met.

For the 2020-2021 school year, recruited student groups included at-risk incoming 9th graders (55.1%) and economically disadvantaged incoming 9th graders (78.5%) which met the access OBM criteria. The African American (23.4%) and Hispanic (67.3%) data are access/informational; however, they reflect district percentages for these groups.

For the 2022-2023 school year, recruited student groups included at-risk incoming 9th graders (%) and economically disadvantaged incoming 9th graders (%) which met the access OBM criteria. The African American (%) and Hispanic (%) data are access/informational; however, they reflect district percentages for these groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which was higher than the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21, 7.8% of students unenrolled. Currently, 4.5% have unenrolled. **Root Cause:** TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

Problem Statement 2 (Prioritized): Student attendance has declined since 2020. Student attendance rates for the following school years were 98.4% (2019-2020) and (Not Available) % for 2020-2021. Currently, student average daily attendance for the 2021-2022 SY is 92.69%. **Root Cause:** Efficient attendance monitoring procedures including early notifications and interventions are not in place at pre-pandemic levels.

Problem Statement 3 (Prioritized): Currently, 120 /357 9th-12th graders (34%) are TSI met. Only 4% of 9th graders are TSI met. Sixty-six percent of students are not on track to earn an AA degree. **Root Cause:** No routine procedures in place the entire school year (post-pandemic) to test students and provide interventions.

Problem Statement 4 (Prioritized): Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Spring benchmark EOC data at meets levels are as follows: ENG I (40%), ENG II (59.09%), ALG I (53.85%), BIO (53.85%), and USH (7.69%). The ALL student group data is as follows: ENG I (55.22%), ENG II (65.56%), ALG I (52.83%), BIO (52.83%), and USH (15.38%). **Root Cause:** All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and culturally responsive strategies. 5 out of 17 teachers are ESL certified.

Problem Statement 5 (Prioritized): According to the 2021-22 Panorama Teacher Survey, 56% of the 14 teachers who took the survey responded favorably to questions about feedback and coaching from campus administrators. **Root Cause:** Administrators do not provide instructional and other types of feedback according to the proration guide minimally.

Problem Statement 6 (Prioritized): According to the 2021-2022 Panorama SEL survey, 30% of 285 surveyed students gave favorable responses about their engagement as students in the instructional process. **Root Cause:** There is a strong Limited opportunities to engage as a school community to build relationships

Student Learning

Student Learning Summary

Our TCC-South/FWISD Collegiate High School mission is to build a community of intellectuals who hold to high standards and aspire to make the world a better place by striving for academic excellence; engaging in our community; exemplifying responsibility and integrity; and, leaving a legacy to follow. Our students are academically competitive and community service oriented. Graduation rates, TSI passing rates, CCMR rates, and STAAR/EOC performance over time has exceeded district and state levels. For the past three graduation cohorts, Classes of 2019, 2020, 2021, and 2022 the high school and college degree completion rates have been 100% and between 77-91%, respectively. Prior to our primarily virtual learning environment from March 2020 through June 2021, annual cohort TSI passing rates have been 74% (math) and 63% (ELAR) at the beginning of junior year. Students and staff continue to work through the impact of virtual learning for a year and a half; specifically to reengage students at high levels to meet STAAR/EOC, TSI requirements, and CCMR rates. Based on all subjects, student academic growth: TEA Report Card Student Progress was 91/100 points. Beyond the 2020-21 school year the focus will be on preparing students for the TSIA 2.0 and increasing STAAR EOC performance at the meets level and above.

Our TCC-South/FWISD Collegiate High School faculty, staff, and families share a vision for a school where students pursue a college level curriculum and produce college quality work. TCC South is a school where:

Cooperative and collaborative relationships exist among all stakeholders;

Self-motivated, independent learners take personal responsibility for their education; and

Motivated learners transfer to a baccalaureate program and/or pursue a post-graduate education or competitive careers.

Student Learning Strengths

Historically, with annual attendance rates of 98.2% (2016-17), 97.7% (2017-18), 96.8% (2018-2019), and 98.4% (2019-2020), students have committed to attending school and persevere through challenging, rigorous coursework and earn high school credits and dual credit hours. Our most recent State accountability ratings by domain include: Domain 1: Student Achievement - 92; Domain 2: School Progress - 93; and, Domain 3: Closing the Gaps - 100. TCC South Collegiate High School students scored in the Top 25 Percent: Comparative Closing the Gaps. Enrolled 9th grade through 12th grade students earned about 9925 college credit hours as of fall 2020. Two hundred thirteen-9th and 10th grade PTECH students earned more than 2225 college credit hours; 88-11th graders earned about 4400 college credit hours; and, 53-12th graders earned at least 3300 college credit hours or about 60 credit hours each up to June 2021. For the current school year, similar trends exist. Earned dual credit hours will be updated after June 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which was higher than the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21, 7.8% of students unenrolled. Currently, 4.5% have unenrolled. **Root Cause:** TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

Problem Statement 2 (Prioritized): According to the 2021-22 Panorama Teacher Survey, 56% of the 14 teachers who took the survey responded favorably to questions about feedback and coaching from campus administrators. **Root Cause:** Administrators do not provide instructional and other types of feedback according to the proration guide minimally.

Problem Statement 3 (Prioritized): Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Spring benchmark EOC data at meets levels are as follows: ENG I (40%), ENG II (59.09%), ALG I (53.85%), BIO (53.85%), and USH (7.69%). The ALL student group data is as follows: ENG I (55.22%), ENG II (65.56%), ALG I (52.83%), BIO (52.83%), and USH (15.38%). **Root Cause:** All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and culturally responsive strategies. 5 out of 17 teachers are ESL certified.

School Processes & Programs

School Processes & Programs Summary

Instructional and Curricular Program

As a Pathways in Technology Early College High School or PTECH, TCC South Collegiate High School has several renewable energy-focused degree pathways students choose from which include: Electrical Technology, Renewable Energy Recourses, Lineman Program, Water Management, and Energy Business Related coursework. Students enroll in the principles of applied engineering (PAE) course during their first year as PTECH students. Based on work-based learning experiences, guest speakers' contributions and mentorship, and content learned in the environmental science and the PAE high school courses, students choose their degree pathways for the next 2 to 3 years.

Associate of Applied Sciences Degree Pathways

Energy Technician—AAS Electronics engineering specialization gives students a strong foundation in electronics, mathematics, science, computer skills, presentation skills, verbal communication skills, and team skills.

Renewable Energy Resources—AAS Renewable Energy Resources gives students a strong foundation in electronics, renewable energy, presentation skills, verbal communication skills, team skills.

Lineman Program—AAS The Lineman Program discusses how to install, maintain, or repair power lines that move electricity.

Water Management - To begin in the 2021-2022 School Year - Builds students' technical skills and knowledge to operate and maintain wastewater treatment plants effectively and safely.

Associate of Arts Degree Pathways

Energy Business—AA Energy Business-Related Coursework includes the general associate of arts degree with energy business related coursework in business management, marketing, general business, accounting, and economics.

Students also earn certifications as PTECH students.

OSHA 10 Certification

Microsoft Certification

Business Level I Certification

All students enroll in honors level high school courses or AP courses (ELAR, math, science, social studies) concurrently with dual credit courses. After passing TSI, students enroll in dual credit ELAR and math courses.

Personnel

Nearly all teachers (about 90%) have or are in the process of obtaining a master's degrees. One teacher has her doctorate degree. The principal has her doctorate degree. Four teachers (24%) are credentialed by the IHE partner, TCC South Campus, to teach college level courses. A 5th teacher earned her master's degree in chemistry in 2021.

Organizational

TCC South has a Site Based Decision Making Team and four-sub leadership teams including the Operational Leadership Team, Instructional Leadership Team/Department Chairs,

and Post-secondary Success/CCMR Leadership Team, and the Freshman Success Team which oversee the operational, core-content instructional program, systems of support to keep students on track, and all other PTECH program components of the school. The Operational Leadership Team includes the principal, assistant principal, post secondary specialist, college and career readiness coach, 2 counselors, administrative assistant/secretary, data clerk, school nurse, freshman success coach, interventionist, and family communication specialist. Each week, this team meets to problem solve, plan, and discuss agenda items, including, but not limited to: master scheduling, technology access for students and staff, campus improvement plan and budget, graduation, and all staff updates by role or department. For each meeting, minutes are recorded and emailed to the team and include discussion points, next steps/action items, and responsible personnel to complete tasks. The Instructional Leadership Team includes the ELAR, math, science, social studies, and elective department chairs. Department chairs meet each 6 weeks with our administrative team to discussion student assessment data and plan interventions, address challenges discussed in grade level team meetings and content area PLCs.

Administrative

Our administrative team includes a principal and assistant principal who collaborate to ensure the school operates efficiently and safely. The roles and responsibilities include collaborating with TCC South Campus staff, industry partners, and FWISD District staff, supervising teachers and the instructional program, oversee scheduling students for college and high school coursework, implementing and monitoring safety and security measures, ensure supports for underperforming student groups, communicating with all stakeholders to engage students, parents, and staff in the instructional program and opportunities.

School Processes & Programs Strengths

Advanced Degree Attainment

Nearly all teachers (about 90%) have or are in the process of obtaining a master's degree or higher. One teacher has her doctorate degree. The principal has her doctorate degree in educational leadership. Four teachers (24%) currently teach at both the high school and college level. One teacher earned her master's degree in chemistry in 2021 and is in the credentialing process with the IHE partner.

Academic Programming Opportunities

PTECH Degree pathways include associate of applied sciences (4) and associate of arts (1) degrees.

Students may earn industry certifications in each degree pathway.

Honors, Advanced Placement/AP, and dual credit courses offered.

225 out of 298 students earned Associate of Arts degrees as 12th grade students for cohorts 2019, 2020, 2021, and 2022. An additional 12 students or 15% of the Class of 2022 (81 seniors) are on track to earn their associate's degree by August 2022.

Each year, 3-5 students graduate early from high school and earn their associate degrees.

Academic Preparation Programs

At least one teacher per core content area has been trained by Princeton Review or Cambridge to provide high yield strategies (test-taking and content-based) for the SAT, ACT, PSAT, and TSI.

Two teachers have been trained by Texas College Bridge to support students with TSI preparation and make them eligible to take TSI required college coursework.

Four content teachers engage students weekly in high impact tutoring preparation for STAAR EOCs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which was higher than the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21, 7.8% of students unenrolled. Currently, 4.5% have unenrolled. **Root Cause:** TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

Problem Statement 2 (Prioritized): Student attendance has declined since 2020. Student attendance rates for the following school years were 98.4% (2019-2020) and (Not Available) % for 2020-2021. Currently, student average daily attendance for the 2021-2022 SY is 92.69%. **Root Cause:** Efficient attendance monitoring procedures including early notifications and interventions are not in place at pre-pandemic levels.

Perceptions

Perceptions Summary

Student Perception Data

187 out of 353 students responded to the survey in the 2020-2021 school year. 285 out of 373 students completed the Fall 2021 survey (2021-2022 SY) . Most favorable to least favorable responses by category included the following for both years:

Category: 2020-2021 SY, Fall 2021 (2021-2022 SY)

Supportive Relationships 86%, 84%

Diversity and Inclusion 78%, 79%

Teacher-Student Relationships 69%, 51%

Social Awareness 68%, 60%

Emotion Regulation 57%, 48%

Sense of Belonging 47%, 42%

Engagement 35%, 30%

Student favorable responses met or exceeded district rates in every category. The academic and SEL supports foster strong teacher-student relationships.

Teacher Perception Data

9 out of 17 teachers responded to the survey in the 2020-2021 SY. 14 out of 16 eligible staff completed the survey in Fall 2021 (2021-2022 SY). Most favorable to least favorable responses by category for each school year are included below:

Inviting Work Environment 100%, 93%

Educating All Students 85%, 84%

Staff-Leadership Relationships 79%, 83%

Cultural Awareness and Action (Student Focus) 71%, 80%

Faculty Growth Mindset 64%, 70%

Feedback and Coaching 49%, 56%

Teacher favorable responses exceeded district rates in all categories except feedback and coaching (District/60% and TCC South/56%). TCC South feedback and coaching rate increased from 49% in 2020-21 to 56% in 2021-22.

Perceptions Strengths

Student Perceptions

Surveyed students' favorable responses in the Supportive Relationships category yielded an 84% score which was 2% above district.

79% of students' responses were favorable in the Diversity and Inclusion category and 84% in the Supportive Relationships category. Our recruitment process and follow-up actions to retain students year-to-year focus on and support diverse student populations' needs. Likewise, processes are in place to ensure students' ethnicities and backgrounds are inclusive.

 Teacher Perceptions

Nearly all teachers (93%) strongly agreed or agreed that our school is an inviting work environment. Teachers are not regularly absent from school unless there is an emergency or planned absence. Teachers plan lessons for students when absent and work within their teams to ensure minimal disruption to instructional time.

All surveyed teachers find it extremely easy or quite easy to interact with students from different cultural backgrounds. This complements students' perceptions of having strong relationships with their teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which was higher than the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21, 7.8% of students unenrolled. Currently, 4.5% have unenrolled. **Root Cause:** TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

Problem Statement 2 (Prioritized): According to the 2021-2022 Panorama SEL survey, 30% of 285 surveyed students gave favorable responses about their engagement as students in the instructional process. **Root Cause:** There is a strong Limited opportunities to engage as a school community to build relationships

Problem Statement 3 (Prioritized): According to the 2021-22 Panorama Teacher Survey, 56% of the 14 teachers who took the survey responded favorably to questions about feedback and coaching from campus administrators. **Root Cause:** Administrators do not provide instructional and other types of feedback according to the proration guide minimally.

Priority Problem Statements

Problem Statement 1: Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which was higher than the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21, 7.8% of students unenrolled. Currently, 4.5% have unenrolled.

Root Cause 1: TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

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

Problem Statement 2: Student attendance has declined since 2020. Student attendance rates for the following school years were 98.4% (2019-2020) and (Not Available) % for 2020-2021. Currently, student average daily attendance for the 2021-2022 SY is 92.69%.

Root Cause 2: Efficient attendance monitoring procedures including early notifications and interventions are not in place at pre-pandemic levels.

Problem Statement 2 Areas: Demographics - School Processes & Programs

Problem Statement 6: According to the 2021-2022 Panorama SEL survey, 30% of 285 surveyed students gave favorable responses about their engagement as students in the instructional process.

Root Cause 6: There is a strong Limited opportunities to engage as a school community to build relationships

Problem Statement 6 Areas: Demographics - Perceptions

Problem Statement 5: According to the 2021-22 Panorama Teacher Survey, 56% of the 14 teachers who took the survey responded favorably to questions about feedback and coaching from campus administrators.

Root Cause 5: Administrators do not provide instructional and other types of feedback according to the proration guide minimally.

Problem Statement 5 Areas: Demographics - Student Learning - Perceptions

Problem Statement 3: Currently, 120 /357 9th-12th graders (34%) are TSI met. Only 4% of 9th graders are TSI met. Sixty-six percent of students are not on track to earn an AA degree.

Root Cause 3: No routine procedures in place the entire school year (post-pandemic) to test students and provide interventions.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Spring benchmark EOC data at meets levels are as follows: ENG I (40%), ENG II (59.09%), ALG I (53.85%), BIO (53.85%), and USH (7.69%). The ALL student group data is as follows: ENG I (55.22%), ENG II (65.56%), ALG I (52.83%), BIO (52.83%), and USH (15.38%).

Root Cause 4: All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and culturally responsive strategies. 5 out of 17 teachers are ESL certified.

Problem Statement 4 Areas: Demographics - Student Learning

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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 failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate 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 surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

District Goals

Revised/Approved: September 1, 2022

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 52% (10th) and 73% (9th) to 75% (10th) and 85% (9th) by May 2023.
Increase the percentage of Hispanic students from 68% to 75% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: PSAT summaries and PSAT coursework/class

Strategy 1: Develop teachers' capacity to embed test preparation strategies in daily lessons using preparation materials and professional development and training opportunities.

Strategy's Expected Result/Impact: Increased percentage of students will meet or exceed benchmarks on STAAR EOCs, PSAT, SAT, ACT, TSI, and AP tests.

Staff Responsible for Monitoring: Administrators and Teachers

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 3, 4 - Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Purchase test prep or supplemental resources and materials for SAT, PSAT, ACT, TSI, AP tests and STAAR EOCs to use within and outside of the regular school day	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: All Students **Date(s) / Timeframe:** August 2022 through June 2023 **Provider / Presenter / Person Responsible:** Administrators and Teachers **Collaborating Departments:** English, Math, Science, and Social Studies **Delivery Method:** Digital or Paper **Funding Sources:** Test Preparation Materials for Students and Teachers - Title I (211) - 211-11-6399-04N-086-30-510-000000-23F10 - $1,500				

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

Strategy 2: Provide professional development for teachers to embed instructional strategies in Tier I instruction including test preparation and high yield strategy implementation

Strategy's Expected Result/Impact: Increase student performance on normed-referenced tests and increase meets benchmark percentages

Staff Responsible for Monitoring: Administrators, Post Secondary Specialist, Teachers

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
Action Step 1: Provide professional development to support STAAR EOC performance (Lead4ward) and TSI, ACT, SAT, PSAT meets benchmarks (Princeton Review, Cambridge), and AP tests.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: All Teachers				

Date(s) / Timeframe: August 2022 through June 2023
Provider / Presenter / Person Responsible: Princeton Review/Cambridge/Lead4ward/Region IV
Collaborating Departments: English, Math, Science, Social Studies
Delivery Method: In-person or Virtual

Funding Sources: Test Preparation and Tier I Instruction-based Professional Development for Staff - Title I (211) - 211-13-6399-04N-086-30-510-000000-23F10 - $3,250

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

Strategy 3: Provide extra duty pay for staff professional development outside of regular contract/work days

Strategy's Expected Result/Impact: Strengthen teachers' implementation of high yield strategies and content for different types of assessments

Staff Responsible for Monitoring: Administrators and Department Chairs

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, 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**

Action Step 1 Details	Reviews			
Action Step 1: Provide extra duty compensation for professional development and/or student engaged activities aligned to professional development.	**Formative**			**Summative**
Intended Audience: Teachers and Students	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: July 2022 through June 2023				
Provider / Presenter / Person Responsible: Teachers				
Collaborating Departments: Math, English, Science, Social Studies, and CTE				
Delivery Method: Virtual or In-person				
Funding Sources: Pay for Teachers outside of contract time - Title I (211) - 211-11-6116-0PD-086-30-510-000000-23F10 - $3,000				

Action Step 2 Details	Reviews			
	Formative			**Summative**
Action Step 2: Provide extra duty compensation for student engaged activities aligned to professional development and training for PTECH programming, TSI, AP tests, STAAR, PSAT/SAT, ACT,CTE/industry credentialing.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** July 2022 through June 2023 **Provider / Presenter / Person Responsible:** Administrators and Teachers **Collaborating Departments:** Math, English, Science, Social Studies, CTE **Delivery Method:** Virtual or In-person **Funding Sources:** Extra Duty Compensation to support student learning - Title I (211) - 211-11-6116-04N-086-30-510-000000-23F10 - $2,500				

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

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Currently, 120 /357 9th-12th graders (34%) are TSI met. Only 4% of 9th graders are TSI met. Sixty-six percent of students are not on track to earn an AA degree. **Root Cause**: No routine procedures in place the entire school year (post-pandemic) to test students and provide interventions.
Problem Statement 4: Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Spring benchmark EOC data at meets levels are as follows: ENG I (40%), ENG II (59.09%), ALG I (53.85%), BIO (53.85%), and USH (7.69%). The ALL student group data is as follows: ENG I (55.22%), ENG II (65.56%), ALG I (52.83%), BIO (52.83%), and USH (15.38%). **Root Cause**: All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and culturally responsive strategies. 5 out of 17 teachers are ESL certified.

Student Learning
Problem Statement 3: Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Spring benchmark EOC data at meets levels are as follows: ENG I (40%), ENG II (59.09%), ALG I (53.85%), BIO (53.85%), and USH (7.69%). The ALL student group data is as follows: ENG I (55.22%), ENG II (65.56%), ALG I (52.83%), BIO (52.83%), and USH (15.38%). **Root Cause**: All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and culturally responsive strategies. 5 out of 17 teachers are ESL certified.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 54% to 75% by May 2023.
Increase the percentage of Hispanic students from 49% to 70% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR English I EOC and Benchmarks

Strategy 1: Develop capacity of English Language Arts teachers to implement the FWISD Literacy Framework through targeted professional development.

Action Step 1 Details	Reviews			
Action Step 1: English Language Arts teachers will attend Lead4ward in-person or virtual sessions to understand changes in STAAR EOC assessments and embed TEKS/SE based strategies and skills in Tier I instruction. Provide materials, resources, or planning guides to support classroom implementation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: ELA Teachers **Date(s) / Timeframe:** July 2022 through June 2023 **Provider / Presenter / Person Responsible:** Lead4ward Sessions **Delivery Method:** Virtual or in-person **Funding Sources:** Conference Costs - Title I (211) - 211-13-6499-04N-086-30-510-000000-23F10 - $1,000				

Action Step 2 Details	Reviews			
Action Step 2: Provide subs for collaborative planning opportunities during the school day on campus or with other schools/departments	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Date(s) / Timeframe:** August 2022 through May 2023 **Provider / Presenter / Person Responsible:** Administrators **Collaborating Departments:** Math, Science, English, Social Studies, CTE **Delivery Method:** In-person **Funding Sources:** Sub pay for professional development and collaborative planning - Title I (211) - 211-11-6112-0PD-086-30-510-000000-23F10 - $1,500				

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

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 75% to 85% by May 2023.
Increase the percentage of African American students 56% to 70% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR English II EOC and Benchmarks

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 38% (9th) to 50% by May 2023.
Increase the percentage of African American students from 30% to 50% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: PSAT summaries and PSAT coursework

Strategy 1: Sample Strategy #!

Strategy's Expected Result/Impact: Results/Impact

Staff Responsible for Monitoring: PSAT Teacher and After School Tutoring Teachers

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 56% to 70% by May 2023. And the percentage of Economically Disadvantaged students from 49% to 70% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR EOC and Benchmark data reports

Strategy 1: Develop teachers' capacity to embed test preparation strategies in daily lessons using preparation materials and professional development and training opportunities.

Strategy's Expected Result/Impact: Increased student performance on STAAR EOCs at the meets and masters levels

Staff Responsible for Monitoring: Administrators and Teachers

Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 3, 4 - Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Provide professional development to support STAAR EOC performance (Lead4ward) and TSI, ACT, SAT, PSAT meets benchmarks (Princeton Review, Cambridge), and AP tests.	**Formative**			**Summative**
Intended Audience: All Teacher	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: July 2022 through June 2023				
Provider / Presenter / Person Responsible: Administrators and Teachers				
Delivery Method: Virtual or In-person				
Funding Sources: Professional Development Fees - Title I (211) - 211-13-6499-04N-086-30-510-000000-23F10 - $1,500				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: Currently, 120 /357 9th-12th graders (34%) are TSI met. Only 4% of 9th graders are TSI met. Sixty-six percent of students are not on track to earn an AA degree. **Root Cause**: No routine procedures in place the entire school year (post-pandemic) to test students and provide interventions.

Problem Statement 4: Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Spring benchmark EOC data at meets levels are as follows: ENG I (40%), ENG II (59.09%), ALG I (53.85%), BIO (53.85%), and USH (7.69%). The ALL student group data is as follows: ENG I (55.22%), ENG II (65.56%), ALG I (52.83%), BIO (52.83%), and USH (15.38%). **Root Cause**: All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and culturally responsive strategies. 5 out of 17 teachers are ESL certified.

Student Learning

Problem Statement 3: Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Spring benchmark EOC data at meets levels are as follows: ENG I (40%), ENG II (59.09%), ALG I (53.85%), BIO (53.85%), and USH (7.69%). The ALL student group data is as follows: ENG I (55.22%), ENG II (65.56%), ALG I (52.83%), BIO (52.83%), and USH (15.38%). **Root Cause**: All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and culturally responsive strategies. 5 out of 17 teachers are ESL certified.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase/Maintain the percentage of Grade 12 students attaining at least one CCMR indicator from 100% to 100% by May 2023.
Increase/Monitor the percentage of Emergent Bilingual students with at least one CCMR indicator from 100% to 100% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: CCMR Indicator Report, Transcript Audits, District-provided reports

Strategy 1: Provide tutoring, test preparation, and extra support outside of the regular school day to increase student performance and outcomes.

Strategy's Expected Result/Impact: Greater percentage of students will be on track for graduation and meet benchmarks on different types of assessments.

Staff Responsible for Monitoring: Administrators, Department Chairs, and Teachers

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2: Provide general supplies, materials, and resources to support PTECH program, Tier I instruction, academic acceleration, and tutoring

Strategy's Expected Result/Impact: Increased number of on track students for grades and attendance in all grade levels for college-level and high school-level courses; Improve learning outcomes for low-performing students in all subjects

Staff Responsible for Monitoring: Administrators, Counselors, Teachers, and Support Staff

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
Action Step 1: Provide general supplies, materials, and resources to support daily operations of school PTECH programming and instruction	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: School Community				
Date(s) / Timeframe: July 2022 through June 2023				
Provider / Presenter / Person Responsible: Administrators				
Collaborating Departments: All Departments				
Funding Sources: Materials, resources, and supplies for PTECH program and instructional purposes - Title I (211) - 211-11-6399-04N-086-30-510-000000-23F10 - $4,997				

Action Step 2 Details	Reviews			
Action Step 2: Implement Stemuli Digital Program	**Formative**			**Summative**
Intended Audience: All Students	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: July 2022 through June 2023				
Provider / Presenter / Person Responsible: Administrators and Teachers				
Collaborating Departments: All Departments				
Delivery Method: Digital				
Funding Sources: Stemuli Digital Platform for Student Use - Title I (211) - 211-11-6399-04N-086-30-510-000000-23F10 - $10,000				

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

Strategy 3: Provide technology for school leadership team members

Strategy's Expected Result/Impact: Use planning and data analysis processes to support instructional programming and improve student outcomes.

Staff Responsible for Monitoring: Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: Purchase furniture or equipment to store paper rolls and other supplies used in daily operations and procedures that support instructional programming. **Intended Audience:** Students and Staff **Date(s) / Timeframe:** August 2022 through June 2023 **Provider / Presenter / Person Responsible:** Staff **Funding Sources:** Furniture to store paper, paper rolls and supplies - Title I (211) - 211-11-6398-04N-086-30-510-000000-23F10 - $640	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 75% to 100% by May 2023. A Increase the percentage of Hispanic students from 75% to 100% by May 2023.

> **High Priority**

> **Evaluation Data Sources:** Grades & attendance reports by 6-weeks as well as 3-week progress reports

Strategy 1: Implement Stephen Covey's 7 Habits of Successful Teens book and workbook.

> **Strategy's Expected Result/Impact:** Students will learn about and implement habits to help them stay on track with grades and attendance.

> **Staff Responsible for Monitoring:** Advisory Teachers

> **TEA Priorities:**
> Connect high school to career and college
> **- ESF Levers:**
> Lever 3: Positive School Culture
> **- Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: Purchase and Implement Stephen Covey's 7 Habits of Successful Teens workbook with students as a part of the advisory curriculum.	**Formative**			**Summative**
Intended Audience: All 9th Grades Students and Teachers **Date(s) / Timeframe:** August 2022 - May 2023 **Provider / Presenter / Person Responsible:** Advisory Teachers **Collaborating Departments:** All Departments **Delivery Method:** In-person sessions **Funding Sources:** Stephen Covey's 7 Habits of Successful Teens resources and workbooks - Title I (211) - 211-11-6399-04N-086-30-510-000000-23F10 - $750	**Nov**	**Jan**	**Mar**	**June**

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

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 91% to 100 % by May 2023.
Increase the percentage of Hispanic students from 88% to 100% by May 2023.

> **High Priority**
>
> **HB3 District Goal**
>
> **Evaluation Data Sources:** Focus grades reports

Strategy 1: Algebra I teachers will attend Lead4ward in-person or virtual sessions to understand changes in STAAR EOC assessments and embed TEKS/SE based strategies and skills in Tier I instruction. Provide materials, resources, or planning guides to support classroom implementation.

> **Strategy's Expected Result/Impact:** Increase percentage of students' performance at the meets or masters levels on STAAR EOC.
>
> **Staff Responsible for Monitoring:** Math Teachers
>
> **TEA Priorities:**
> Build a foundation of reading and math
> - **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**

Action Step 1 Details	Reviews			
Action Step 1: Provide Lead4ward training and materials to address instructional needs and meet the requirements of new STAAR EOC assessment.	**Formative**			**Summative**
Intended Audience: Math/Algebra I Teachers **Date(s) / Timeframe:** July 2022 through June 2023 **Provider / Presenter / Person Responsible:** Lead4ward Sessions **Delivery Method:** Virtual or in-person **Funding Sources:** Training, materials, and resources - Title I (211) - 211-13-6499-04N-086-30-510-000000-23F10 - $1,000	**Nov**	**Jan**	**Mar**	**June**

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

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 27% to 50% (SAT) by May 2023.

Increase the percentage of Hispanic students from 26% to 50% (SAT) by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: SAT and ACT Summary Reports

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 5: Students and staff attend college field trips and engage in college preparation events

High Priority

HB3 District Goal

Evaluation Data Sources: CCMR reports; College acceptance rates/reports

Strategy 1: Provide transportation for college field trips and other related events

Strategy's Expected Result/Impact: Increase college acceptance rates

Staff Responsible for Monitoring: Administrators

ESF Levers:
Lever 3: Positive School Culture
 - **Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: Cover college field trips and other college related events transportation costs	**Formative**			**Summative**
Intended Audience: All students	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2022 through June 2023				
Provider / Presenter / Person Responsible: Administrators, Counselors, Go Center				
Delivery Method: Virtual or In-Person				
Funding Sources: Student Travel - Title I (211) - 211-11-6412-04N-086-30-510-000000-23F10 - $3,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 20% to 5% by May 2023.

    High Priority

    HB3 District Goal

    Evaluation Data Sources: 3-Week and 6-Week Attendance Reports (High School) and Bi-weekly TCC Attendance Reports

Strategy 1: Teachers will provide academic support for students who need attendance recovery or academic acceleration.

    Strategy's Expected Result/Impact: Increased student attendance rate

    Staff Responsible for Monitoring: Administrators and Teachers

    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
	Formative			**Summative**
Action Step 1: Teachers provide instructional and social-emotional learning support outside of the regular school day for at-risk or off track students.	**Nov**	**Jan**	**Mar**	**June**

Intended Audience: Students in need of attendance and/or academic acceleration.
    Date(s) / Timeframe: August 2022 through June 2023
    Provider / Presenter / Person Responsible: Administrators and Teachers
    Collaborating Departments: All Content Areas
    Delivery Method: In-person
 	
    Funding Sources: Materials, supplies, and incentives for attendance purposes - SCE (199 PIC 24) - 199-11-6399-001-086-24-243-000000- - $1,000, Extra duty pay for tutoring - SCE (199 PIC 24) - 199-11-6116-001-086-24-243-000000- - $2,604				

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

Strategy 2: Conduct book study with school community members to increase student attendance and engagement for at-risk students and improve cultural

responsiveness of the school community.

Strategy's Expected Result/Impact: Increased student attendance rates, improved grades, and increased sense of belonging in the school community

Staff Responsible for Monitoring: Administrators and Teacher Leaders

TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Action Step 1 Details	Reviews			
Action Step 1: Book study to support most at-risk students including Emergent Bilingual population	**Formative**			**Summative**
Intended Audience: Administrators and Teachers	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2022 through June 2023				
Provider / Presenter / Person Responsible: Administrators and Teacher Leaders				
Collaborating Departments: All Content Areas				
Funding Sources: Books and supplies for supporting emergent bilingual students - BEA (199 PIC 25) - 199-13-6329-001-086-25-243-000000 - $864				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 31 to 10 by May 2023.
Decrease the number of discipline referrals by school personnel for Hispanic students from 19 to 10 by May 2023.

High Priority

Evaluation Data Sources: Focus Discipline Referral Reports

Strategy 1: Provide snacks for after-school meetings with school discipline team members and parents to develop strategies that impact student outcomes and develop and positive disciplinary procedures.

Strategy's Expected Result/Impact: Improve discipline procedures and student outcomes

Staff Responsible for Monitoring: Assistant Principal, Teachers/Committee Members, Parents

Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details	Reviews			
Action Step 1: Provide snacks and supplies for discipline committee meetings including parents and staff	**Formative**			**Summative**
Intended Audience: Parents and Staff	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: July 2022 through June 2023				
Provider / Presenter / Person Responsible: Administrators				
Delivery Method: Virtual or In-person				
Funding Sources: Snacks and supplies to improve student behavior and outcomes - Title I (211) - 211-61-6499-04L-086-30-510-000000-23F10 - $250				

_{0%} No Progress   _{100%} Accomplished   → Continue/Modify   ✖ Discontinue

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for Hispanic students from 7 to 0 by May 2023.

High Priority

Evaluation Data Sources: Focus Discipline Referral Data Reports

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 5 to 10 by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Parent engagement agendas and sign-in logs,

Strategy 1: Fund Family Engagement Specialist to recruit families for Parent Teacher Association and lead family and community engagement activities and events

Strategy's Expected Result/Impact: Increase parent and community engagement and improve student outcomes

Staff Responsible for Monitoring: Administrators, Teachers, Staff (Family Communications Specialist)

TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Provide Family Communications Specialist position to support school community and parent/student engagement activities	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: School Community				
Date(s) / Timeframe: August 2022 through June 2023				
Provider / Presenter / Person Responsible: Family Communications Specialist				
Collaborating Departments: School Community				
Delivery Method: In-Person				
Funding Sources: Family Communications Specialist - Title I (211) - 211-61-6129-04L-086-30-510-000000-23F10 - $38,503				

Action Step 2 Details	Reviews			
Action Step 2: Provide resources, materials, and snacks for parent engagement events and activities	**Formative**			**Summative**
Intended Audience: Parents and families of students	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: August 2022 through June 2023				
Provider / Presenter / Person Responsible: Administrators and Family Communications Specialist				
Collaborating Departments: All Departments				
Delivery Method: In-Person or Virtual Meetings or Events				
Funding Sources: Materials, resources, or supplies for parent or family engagement events - Parent Engagement - 211-61-6399-04L-086-30-510-000000-23F10 - $651.50, Snacks for parent or family engagement events - Parent Engagement - 211-61-6499-04L-086-30-510-000000-23F10 - $1,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 5: Improve school operations and academic program for all students

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR EOC reports, student assessment reports such as Map Growth, TSI, PSAT/SAT, ACT; Student grades and attendance reports

Strategy 1: Leadership team members including principal, assistant principal attend professional development to support school operations, CCMR programming, PTECH programming, and academic programming to ensure a culturally responsive, rigorous learning environment

    Strategy's Expected Result/Impact: Increase student CCMR met status in multiple areas

    Staff Responsible for Monitoring: Administrators and Leadership Team

    Targeted Support Strategy

Action Step 1 Details	Reviews			
Action Step 1: Attend professional development to support school operations, CCMR programming, PTECH programming, and academic programming to ensure a culturally responsive, rigorous learning environment	**Formative**			**Summative**
Intended Audience: Leadership Team Members **Date(s) / Timeframe:** July 2022 through June 2023 **Provider / Presenter / Person Responsible:** Various Conferences **Delivery Method:** Virtual or In-person **Funding Sources:** Travel for Professional Development - Title I (211) - 211-23-6411-04N-086-30-510-000000-23F10 - $2,750	**Nov**	**Jan**	**Mar**	**June**

<div align="center">

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

</div>

RDA Strategies

District Goal	School Performance Objective	Strategy	Action Step	Description
1	1	1	Develop teachers' capacity to embed test preparation strategies in daily lessons using preparation materials and professional development and training opportunities.	
1	1	2	Provide professional development for teachers to embed instructional strategies in Tier I instruction including test preparation and high yield strategy implementation	
1	1	3	Provide extra duty pay for staff professional development outside of regular contract/work days	
2	2	1	Develop teachers' capacity to embed test preparation strategies in daily lessons using preparation materials and professional development and training opportunities.	
3	1	1	Provide tutoring, test preparation, and extra support outside of the regular school day to increase student performance and outcomes.	
3	1	2	Provide general supplies, materials, and resources to support PTECH program, Tier I instruction, academic acceleration, and tutoring	
3	3	1	Algebra I teachers will attend Lead4ward in-person or virtual sessions to understand changes in STAAR EOC assessments and embed TEKS/SE based strategies and skills in Tier I instruction. Provide materials, resources, or planning guides to support classroom implementation.	
4	1	1	Teachers will provide academic support for students who need attendance recovery or academic acceleration.	
4	2	1	Provide snacks for after-school meetings with school discipline team members and parents to develop strategies that impact student outcomes and develop and positive disciplinary procedures.	

Targeted Support Strategies

District Goal	School Performance Objective	Strategy	Action Step	Description
1	1	1	Develop teachers' capacity to embed test preparation strategies in daily lessons using preparation materials and professional development and training opportunities.	
1	1	2	Provide professional development for teachers to embed instructional strategies in Tier I instruction including test preparation and high yield strategy implementation	
1	1	3	Provide extra duty pay for staff professional development outside of regular contract/work days	
2	2	1	Develop teachers' capacity to embed test preparation strategies in daily lessons using preparation materials and professional development and training opportunities.	
3	1	1	Provide tutoring, test preparation, and extra support outside of the regular school day to increase student performance and outcomes.	
3	1	2	Provide general supplies, materials, and resources to support PTECH program, Tier I instruction, academic acceleration, and tutoring	
3	1	3	Provide technology for school leadership team members	
3	2	1	Implement Stephen Covey's 7 Habits of Successful Teens book and workbook.	
3	3	1	Algebra I teachers will attend Lead4ward in-person or virtual sessions to understand changes in STAAR EOC assessments and embed TEKS/SE based strategies and skills in Tier I instruction. Provide materials, resources, or planning guides to support classroom implementation.	
3	5	1	Provide transportation for college field trips and other related events	
4	1	1	Teachers will provide academic support for students who need attendance recovery or academic acceleration.	
4	1	2	Conduct book study with school community members to increase student attendance and engagement for at-risk students and improve cultural responsiveness of the school community.	
4	2	1	Provide snacks for after-school meetings with school discipline team members and parents to develop strategies that impact student outcomes and develop and positive disciplinary procedures.	
4	5	1	Leadership team members including principal, assistant principal attend professional development to support school operations, CCMR programming, PTECH programming, and academic programming to ensure a culturally responsive, rigorous learning environment	

Additional Targeted Support Strategies

District Goal	School Performance Objective	Strategy	Action Step	Description
1	1	1	Develop teachers' capacity to embed test preparation strategies in daily lessons using preparation materials and professional development and training opportunities.	
1	1	2	Provide professional development for teachers to embed instructional strategies in Tier I instruction including test preparation and high yield strategy implementation	
1	1	3	Provide extra duty pay for staff professional development outside of regular contract/work days	
2	2	1	Develop teachers' capacity to embed test preparation strategies in daily lessons using preparation materials and professional development and training opportunities.	
3	1	1	Provide tutoring, test preparation, and extra support outside of the regular school day to increase student performance and outcomes.	
3	1	2	Provide general supplies, materials, and resources to support PTECH program, Tier I instruction, academic acceleration, and tutoring	
3	3	1	Algebra I teachers will attend Lead4ward in-person or virtual sessions to understand changes in STAAR EOC assessments and embed TEKS/SE based strategies and skills in Tier I instruction. Provide materials, resources, or planning guides to support classroom implementation.	
4	1	1	Teachers will provide academic support for students who need attendance recovery or academic acceleration.	
4	2	1	Provide snacks for after-school meetings with school discipline team members and parents to develop strategies that impact student outcomes and develop and positive disciplinary procedures.	

State Compensatory

Budget for 086 TCC South Collegiate High School

Total SCE Funds: $3,604.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

SCE Funds help provide teacher support in the form of extra duty pay and materials/resources to provide instructional support and attendance recovery for at-risk students.

Title I Personnel

Name	Position	Program	FTE
Wendy Carrillo	Family Communications Specialist		1

Generated by Plan4Learning.com

45 of 50

Campus #220905086
November 2, 2022 2:15 PM

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Quanda Collins	Principal
Administrator	Lorena Hufnagle	Assistant Principal
DERC Representative 1	Stephen Coll	Science Teacher
Classroom Teacher 2	Mark Holcombe	Spanish Teacher
Professional Non-Teaching Staff	Carrie Kinzer	Lead Counselor
Additional Representative (optional)	Wendy Carrillo	Family Communications Specialist
Business Representative	Taylor Shead	STEMuli CEO
Professional District-Level Staff	Kimberly Williams	District Coordinator
Parent 1	Terra Lee-Ross	Parent
Community Representative	Toia Phillips	TCC Dual Enrollment Coordinator
Classroom Teacher 3	Justin Davis	Social Studies Teacher
Parent 2	Erica Blackwell-Williams	Parent
Non-classroom Professional	Donna Moore	Freshman Success Coach
Classroom Teacher 4	Paulita Gordon	CTE Teacher

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Test Preparation Materials for Students and Teachers	Supplies and materials for instructional use	211-11-6399-04N-086-30-510-000000-23F10	$1,500.00
1	1	2	1	Test Preparation and Tier I Instruction-based Professional Development for Staff	Supplies and materials for professional development	211-13-6399-04N-086-30-510-000000-23F10	$3,250.00
1	1	3	1	Pay for Teachers outside of contract time	Extra duty pay for PD after hours	211-11-6116-0PD-086-30-510-000000-23F10	$3,000.00
1	1	3	2	Extra Duty Compensation to support student learning	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-086-30-510-000000-23F10	$2,500.00
1	2	1	1	Conference Costs	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-086-30-510-000000-23F10	$1,000.00
1	2	1	2	Sub pay for professional development and collaborative planning	Subs for professional development	211-11-6112-0PD-086-30-510-000000-23F10	$1,500.00
2	2	1	1	Professional Development Fees	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-086-30-510-000000-23F10	$1,500.00
3	1	2	1	Materials, resources, and supplies for PTECH program and instructional purposes	Supplies and materials for instructional use	211-11-6399-04N-086-30-510-000000-23F10	$4,997.00
3	1	2	2	Stemuli Digital Platform for Student Use	Supplies and materials for instructional use	211-11-6399-04N-086-30-510-000000-23F10	$10,000.00
3	1	3	1	Furniture to store paper, paper rolls and supplies	Equipment	211-11-6398-04N-086-30-510-000000-23F10	$640.00
3	2	1	1	Stephen Covey's 7 Habits of Successful Teens resources and workbooks	Supplies and materials for instructional use	211-11-6399-04N-086-30-510-000000-23F10	$750.00
3	3	1	1	Training, materials, and resources	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-086-30-510-000000-23F10	$1,000.00
3	5	1	1	Student Travel	Transportation costs for students	211-11-6412-04N-086-30-510-000000-23F10	$3,000.00

Title I (211)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Snacks and supplies to improve student behavior and outcomes	Snacks for parents to promote participation	211-61-6499-04L-086-30-510-000000-23F10	$250.00
4	4	1	1	Family Communications Specialist	Family Engagement Specialist	211-61-6129-04L-086-30-510-000000-23F10	$38,503.00
4	5	1	1	Travel for Professional Development	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-086-30-510-000000-23F10	$2,750.00
						Sub-Total	$76,140.00
						Budgeted Fund Source Amount	$76,140.00
						+/- Difference	$0.00

SCE (199 PIC 24)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Materials, supplies, and incentives for attendance purposes	Supplies and materials for instructional use	199-11-6399-001-086-24-243-000000-	$1,000.00
4	1	1	1	Extra duty pay for tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-086-24-243-000000-	$2,604.00
						Sub-Total	$3,604.00
						Budgeted Fund Source Amount	$3,604.00
						+/- Difference	$0.00

Parent Engagement

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Materials, resources, or supplies for parent or family engagement events	Supplies and materials for parental involvement	211-61-6399-04L-086-30-510-000000-23F10	$651.50
4	4	1	2	Snacks for parent or family engagement events	Snacks for Parents to promote participation	211-61-6499-04L-086-30-510-000000-23F10	$1,000.00
						Sub-Total	$1,651.50
						Budgeted Fund Source Amount	$1,651.50
						+/- Difference	$0.00

BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	2	1	Books and supplies for supporting emergent bilingual students	Reading materials for professional development	199-13-6329-001-086-25-243-000000	$864.00
						Sub-Total	$864.00
						Budgeted Fund Source Amount	$864.00
						+/- Difference	$0.00
						Grand Total Budgeted	$82,259.50
						Grand Total Spent	$82,259.50
						+/- Difference	$0.00

Addendums

TCC South Collegiate High School

Open House Agenda

August 25, 2022
5:30pm -7pm

5:30pm-5:45pm
• Welcome & Introductions
• Accountability Update & Title 1 Compact
5:45pm-6pm
• PTA Updates & Recruitment
6:00pm-6:15pm
• Counselor Update
6:15pm-7pm
• Classroom Visits with Professors & Club Booths/Sign-ups in Cafeteria

TARRANT COUNTY COLLEGE SOUTH
FORT WORTH ISD COLLEGIATE HIGH SCHOOL
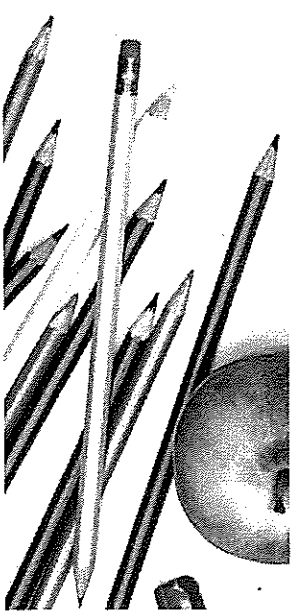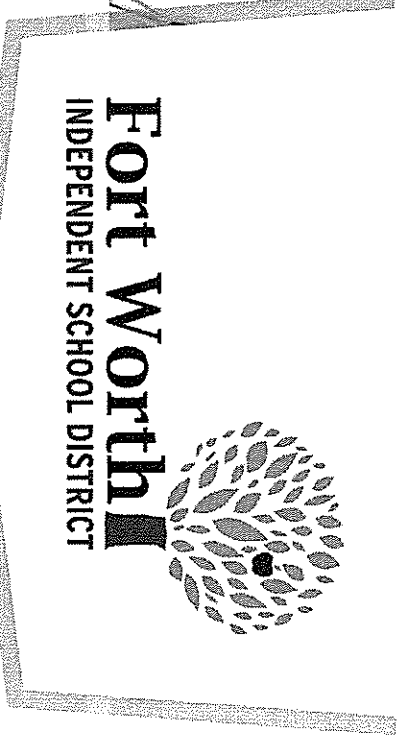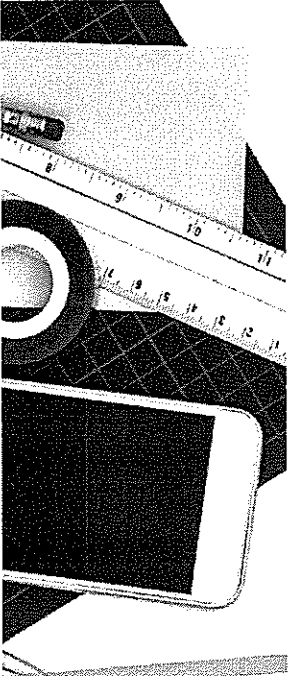
TCC South/FWISD Collegiate High School

Welcome to Open House!

Rising to New Heights

August 25, 2022

5:30pm to 7:00pm
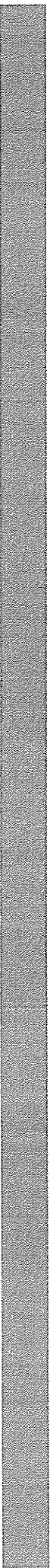
Fort Worth
INDEPENDENT SCHOOL DISTRICT

TCC South Collegiate High School

Open House Agenda

August 25, 2022
5:30pm - 7pm

5:30pm-5:45pm
• Welcome & Introductions
• Accountability Update & Title 1 Compact
5:45pm-6pm
• PTA Updates & Recruitment
6:00pm-6:15pm
• Counselor Update
6:15pm-7pm
• Classroom Visits with Professors & Club Booths/Sign-ups in Cafeteria

TARRANT COUNTY COLLEGE SOUTH
FORT WORTH ISD COLLEGIATE HIGH SCHOOL

TCC South FWISD/Collegiate High School Staff

Staff		Staff		Staff	
Quanda Collins	Principal	Lori Hufnagle	Assistant Principal	Carrie Kinzer	Lead Counselor, Grades 9 & 12	Katricia Rubell	Counselor, Grades 10 & 11
Mildred Hsueh	Post Secondary Support Specialist	Jazmín Chávez	College & Career Readiness Specialist	Donna Moore	Freshman Success Coach	Latricia Haynes	School Interventionist
Brittney Clarke	School Secretary	Wendy Carrillo	Family Communications Specialist	Elicia Jarratt	Data Clerk		
Mr. Sherman	Campus Security	Darla Robinson	School Nurse				

"Being challenged in life is inevitable, being defeated is optional."
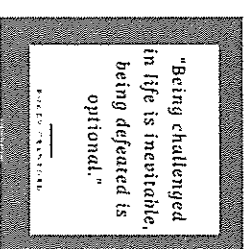
TCC South FWISD/Collegiate High School Faculty

	Faculty	Faculty	Faculty	Faculty
Social Studies	Justin Davis — AP World History & Social Studies Department Chair	Carla Coronado — AP US History	Felix Perez — Honors World Geography	
Science	Stephen Coll — Environmental Systems & Department Chair	Nemer Tello — Biology & Chemistry	Veronica Redden — Physics	
CTE	Juan Rangel — CTE: Principles of Applied Engineering	Paulita Gordon — CTE: Business		
Math	Kimberly Benford — Algebra I	Cherie Burkett — Dual Credit Statistics & Algebra II	Ray Horton — Geometry & Math Department Chair	Gina Palladino — Dual Credit Math and Algebra II
English Language Arts	Kellie Brown — English I & Yearbook Chair	Courtney Eason — English 2 & Dual Credit British Literature	Timothy Muller — English II & AP ENG Language & Composition	Tanya Williams — Dual Credit English & AP ENG Language & Composition

> "YOU HAVE NOT FAILED UNLESS YOU HAVE QUIT TRYING."
> GORDON B HINCKLEY

FWISD "Big Rocks"

Big Rock #1
Educational Excellence

To provide a clear vision of evidence-based instructional and leadership practices designed to increase the achievement of all students while developing the capacity of leaders and educators to ensure high-levels of student success.

Big Rock #2
School Experience

To provide a safe and nurturing atmosphere where students, staff, family and community feel a sense of belonging from the moment they arrive at the school to the end of their school experience. Students and staff are celebrated and recognized for who they are and what they have accomplished. Leaders seek to continuously improve by reflecting and adjusting to campus needs

Big Rock #3
Effective Campus Operations

To ensure systems and processes are evident in daily operations of schools. Campus leaders recognize the need for improvements and are able to articulate how they will support and respond. Successful leaders understand how to utilize their resources and staff, to sustain school wide systems that impact students outcomes.

TCC South Collegiate High School Mission

Our mission is to prepare students for the rigorous demands of college and work, and for a range of competitive careers in energy related fields. In collaboration with Tarrant County College and our industry partners, we seek to close achievement gaps, to improve access to in-demand career pathways and competitive postsecondary programs, and to build a strong pipeline of student talent for a thriving local workforce and economy. Ultimately, our students leave us as skilled candidates for jobs on a ladder of career growth in energy fields, or as competitive applicants for four-year colleges and postsecondary programs.

TARRANT COUNTY COLLEGE SOUTH
FORT WORTH ISD COLLEGIATE HIGH SCHOOL

TCC South Collegiate High School Vision

TCC-South/FWISD Collegiate High School offers students a rigorous, relevant P-TECH curriculum that leads to a strong post-secondary education and/or equips students to be competitive applicants for postsecondary programs.

The Collegiate High School faculty, staff, and families share a vision for a school where:

- students pursue a college level curriculum and produce college quality work;

- cooperative and collaborative relationships exist among all stakeholders;

- students are self-motivated, independent learners who take personal responsibility for their education; and

- students are motivated to transfer to a baccalaureate program and pursue a post-graduate education or as competitive applicants for postsecondary programs.

TCC South Collegiate High School
Our Promise

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Hold conferences with parents or legal guardians and students.

- Send frequent reports to families on their child's progress.

- Provide opportunities for families to participate in their child's class and observe classroom activities.

- Provide an environment conducive to learning.

- Respect the student, their families and the diverse culture of the school.

Where We Stand
Accountability Rating

- Graduation Rates
- Attendance & Mobility Rates
- 2022 Spring STAAR EOCs
- TEA School Report Card & Best High Schools

Data Summary: Graduation Rates

Year	High School	Associates Degree
2018-2019	100%	87.3%
2019-2020	100%	85.1%
2020-2021	100%	79%
2021-2022	100% (1 Foundations)	49 out of 81 projected by August 2022 60%

Data Summary: Attendance & Mobility

Year	Attendance Rate	Mobility Rate
2015-2016	98.2%	16.3%
2016-2017	97.7%	8.3%
2017-2018	96.8%	4.6%
2018-2019	96.7%	26.5%
2019-2020	98.4%	9.8%
2020-2021	93.3% (unofficial)	9.7% (unofficial)
2021-2022	93.69% (unofficial)	4.6% (unofficial)

2022 STAAR EOC ALL Students

STAAR EOC	# Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	%Did Not Meet
US History	87	47	4215	68.38%	91.95% (-6)	73.56% (-9)	35.63% (-9)	8%
Biology	66	31	4068	61.97%	93.94% (+2)	66.67% (+12)	6.06% (-11)	6%
Algebra I	63	34	4094	62.57%	80.95% (+23)	55.56% (+41)	34.92% (+32)	19%
English I	85	45	4072	65.95%	74.12% (+2)	54.12% (No change)	10.59% (+6)	26%
English II	96	48	4193	70.46%	89.58% (No change)	75% (+5)	5.21% (-4)	11%

Data Summary: TSIA 2.0 Update

	9th Attempted <50%	10th	11th	12th
ELAR/ Writing	9% (91%)	26% (74%)	34% (66%)	70% (30%)
Math	5% (95%)	21% (79%)	17% (83%)	53% (47%)

Students who are **not** TSIA met (%) will need to attend mandatory tutoring or they are in danger of **not** earning 60+ college credit hours toward an associate degree.

TEA Rating
2019 & 2022

Texas Education Agency
2019 Accountability Ratings Overall Summary
TARRANT CO COLLEGE SOUTH/FORT WORT (220905086) - FORT WORTH ISD - TARRANT COUNTY

Accountability Rating Summary

Overall	Component Score	Scaled Score	Rating
		96	A
Student Achievement		92	A
STAAR Performance	67	92	
College, Career and Military Readiness			
Graduation Rate	100		
School Progress		93	A
Academic Growth	79	89	B
Relative Performance (Eco Dis 76.0%)	67	93	A
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement,
targeted support and improvement, or additional targeted support

---

Texas Education Agency
2022 Accountability Ratings Overall Summary
TARRANT CO COLLEGE SOUTH/FORT WORTH COLLEGIATE H S (220905086) - FORT WORTH ISD - TARRANT COUNTY

Accountability Rating Summary

Overall	Component Score	Scaled Score	Rating
		96	A
Student Achievement		92	A
STAAR Performance	54	92	
College, Career and Military Readiness	100	100	
Graduation Rate	99.2	95	
School Progress		94	A
Academic Growth	71	81	B
Relative Performance (Eco Dis 77.6%)	77	94	A
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement,
targeted support and improvement, or additional targeted support

TEA Rating
2019

Texas Education Agency

2019 Accountability Ratings Overall Summary

TARRANT CO COLLEGE SOUTH/FORT WORT (220905086) - FORT WORTH ISD - TARRANT COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		92	A
STAAR Performance	67	92	
College, Career and Military Readiness	100		
Graduation Rate			
School Progress		93	A
Academic Growth	79	89	
Relative Performance (Eco Dis 76.0%)	67	93	B
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support

TEA Rating
2022

TARRANT CO COLLEGE SOUTH/FORT WORTH COLLEGIATE H S (220905086) - FORT WORTH ISD - TARRANT COUNTY

Texas Education Agency
2022 Accountability Ratings Overall Summary

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		96	A
Student Achievement		92	A
STAAR Performance	54	82	
College, Career and Military Readiness	100	100	
Graduation Rate	98.2	95	
School Progress		94	A
Academic Growth	71	81	B
Relative Performance (Eco Dis 77.0%)	77	94	A
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

TEA Rating
Distinction Designations, 2019/L & 2022/R

Distinction Designations

X ELA/Reading

X Mathematics

X Science

X Social Studies

X Comparative Academic Growth

X Postsecondary Readiness

✓ Comparative Closing the Gaps

Distinction Designations

✓ ELA/Reading

✓ Mathematics

X Science

X Social Studies

X Comparative Academic Growth

✓ Postsecondary Readiness

✓ Comparative Closing the Gaps

Best High Schools

Tarrant Co College South/Fort Worth Collegiate High School 2022 Rankings

Tarrant Co College South/Fort Worth Collegiate High School is ranked #2,667 in the National Rankings. Schools are ranked on their performance on state-required tests, graduation and how well they prepare students for college. Read more about how we rank the Best High Schools.

All Rankings

- #2,667 in National Rankings
- #245 in Texas High Schools
- #76 in Dallas, TX Metro Area High Schools
- #4 in Fort Worth Independent School District High Schools

SCORECARD	85.05
Took at Least One AP® Exam	100%
Passed at Least One AP® Exam	17%
Mathematics Proficiency	79%
Reading Proficiency	80%
Science Proficiency	81%

Title I Compact

School Agreement

Title I Compact

Shared Responsibility for Improved Student Achievement

School Agreement

The entire school staff will share the responsibility for improved student achievement; therefore we will do the following:

- Hold parent/teacher conferences (parent or legal guardian may join the teacher conference)
- Send frequent reports to families on their child's progress.
- Provide opportunities for families to participate in their child's class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their families and the diverse culture of the school.

School/Teacher Signature _____ Date: _____

Title I Compact
Parent/Guardian Agreement

Title I Compact

Shared Responsibility for Improved Student Achievement

Parent/Guardian Agreement

I want my child to reach his/her full academic potential, therefore I will do the following to support my child's learning:

- Have on-going communication with my child's school; including parent-teacher conferences and volunteering in the classroom.
- See that my child attends school regularly and is punctual. Supports the school staff and respects cultural differences of others. Establishes a time and place for homework and checks it regularly.
- Monitor television, gaming, and movie viewing.
- Will help to make positive use of extracurricular time.

Parent/Guardian Signature _____ Date: _____

Title I Compact
Student Agreement

Title I Compact

Shared Responsibility for Improved Student Achievement

Student Agreement

It is important that I do the best that I can; therefore, I will do the following:

- Come to school/Attend classes each day on time with my homework completed and have the supplies that I need.
- Always try to work to the best of my ability. Believe that I can learn and I will learn.
- Conform to the rules of conduct at my school.
- Show respect for my school, myself, other students, and have consideration for cultural differences.

Student Signature _____ Date: _____

Expectations

- FWISD Standards of Dress
- Grades, Attendance, and Behavior
- Follow the Early College High School Calendar

School Website, Facebook, and other Resources

- **TCC South Facebook**

  https://www.facebook.com/TCCSouthFWISD

- **Fort Worth ISD Standards of Dress**

  https://www.fwisd.org/page/5532

- **2022-2023 Guide to Grade Reporting:**

  https://www.fwisd.org/site/handlers/filedownload.ashx?moduleinstanceid=8855&dataid=94113&FileName=Secondary%20Gui
  de%20to%20Grade%20Reporting%202022-2023%20Final.pdf

- **2022-2023 FWISD Student Handbook**

  https://www.fwisd.org/site/handlers/filedownload.ashx?moduleinstanceid=8855&dataid=94163&FileName=FWISD%20Studen
  t%20Handbook%20%20Final%207.21.22.pdf

- **ECHS 2022-2023 Calendar:**

  https://www.fwisd.org/cms/lib/TX01918778/Centricity/Domain/735//2021-22%20District%20Calendars/2021-
  22_FWISD_Calendar_ECHS_1-26-21.pdf

- **TCC South First Day of School Spotlight**

  https://youtu.be/5oYNp0n6-d0

2022-2023 Bell Schedule

TCC South/FWISD Collegiate High School
8:00 – 3:30

A Day

	Periods	Time
MW	1st	8:00 – 9:25
MW	2nd	9:30 – 10:55
MW	3rd – Power Hour (ADA Time @ 11:15)	11:00 – 11:45
MW	4th	11:45 – 12:25
MW	Lunch	12:30 – 1:55
MW	5th	2:00 – 3:30

B Day

	Periods	Time
TTh	6th	8:00 – 9:25
TTh	7th	9:30 – 10:55
TTh	8th – Power Hour (ADA Time @ 11:15)	11:00 – 11:45
TTh	9th	11:45 – 12:25
TTh	Lunch	12:30 – 1:55
TTh	10th	2:00 – 3:30

Friday Bell Schedule

Alternating A Day/B Day rotation as reflected in the Focus calendar.

Power Hour Announcements @ 11:05a
End of Day Announcements @ 3:25p

Tarrant County College®
SUCCESS WITHIN REACH.
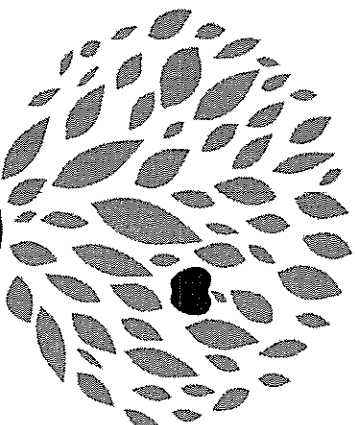
ONCOR.

Fort Worth
INDEPENDENT SCHOOL DISTRICT

FORT WORTH®

Microsoft

TARRANT COUNTY COLLEGE SOUTH
FORT WORTH ISD COLLEGIATE HIGH SCHOOL

Student's First Name	Student's Last Name	Grade Level	Parent's First Name	Parent's Last Name	Parent Signature
Shiloh Taylor	Taylor	10	Juliet	Q. Taylor	*(signature)*
Skylar Jenkins		10	Grandma Belinda Houghton	Houghton	*(signature)*
Katie	Ferreira	11	Zonice	Bonnie	*(signature)*
Kay Paredes	Paredes	9	Cristina	Vara	*(signature)*
Jaime Paredes	Paredes	9	Cynthia	Vara	*(signature)*
Gabriel	Ojeda	10	Vella Jose	Villanueva Oz	*(signature)*
Esteban	Ojeda	10	Velia Jesso	Villanueva Okz	*(signature)*
Delaney Gregg	Gregg	9	Kemina	Ula	Kew Ula *(signature)*
Salvador Huerta	Huerta	10	Raquel Lopez	Lopez	Raquel L. *(signature)*
Anayeah Aron Gonzalez	Gonzalez	9	Dora	Jauren	*(signature)*
Jacqueline Sanchez	Sanchez	10	Silverio	Cruz	*(signature)*
Humberto	Sanchez	10	Maria	Ramirez	*(signature)*
Isaac Rizzo	Rizzo	10	Bochti z Rico	Rico	*(signature)*
Anthony Juarez	Juarez	9	Elsa	Juarez	*(signature)*
Miller Young-Mulholland	Young-Mulholland	12	LaTeania	Allms	*(signature)*
Roman	Padilla	11	Brenda	Castillo	*(signature)*

Open House & Title I Compact
August 25, 2022

Please PRINT Clearly.

Student's First Name	Student's Last Name	Grade Level	Parent's First Name	Parent's Last Name	Parent Signature
Tiana	McMath	12	Tanga	McMath	*(signature)*
Brizett	Rodriquez	12	Zul	Rodriquez	*(signature)*
Bernadine McMillan	McMillan	11th	Bettye lester	Lester	*(signature)*
Kenneth McMillan	McMillan	10th	Bettye	Lester	*(signature)*
Rylan Breon	Brown	10th	Jonae	Walker-Ferrell	*(signature)*
Abraham Rodriquez	Rodriquez	11th	Tania	Rodriquez	*(signature)*
Omar	Fuentes	9th	Maribel Fuentes	Fuentes	*(signature)*
Allan Muñoz	Muñoz	9th	Daisy	Valenzuela	*(signature)*
Shiloh	Tonk	10	Kchey	Tonk	*(signature)*
Melanye Morales	Morales	9th	Ana	Morales	*(signature)*
Marisandra	Montano	10	Angela	Navarro	*(signature)*
Jeshawn	Ungala	11th	Shonphola	Honey	*(signature)*
Aaron	Castro	10th	Gaudencia	Castro	*(signature)*
Samantha	Lynch	12th	Alma & Chris	Lynch	*(signature)*
Jessica	Lynch	11th	Alma & Chris	Lynch	*(signature)*
Andre	Davis	11th	Sherien	Davis	*(signature)*

Open House & Title I Compact

August 25,2022

Please PRINT Clearly.

Student's First Name	Student's Last Name	Grade Level	Parent's First Name	Parent's Last Name	Parent Signature
Nayah	Smith	9	Amber	DelValle	
Yasmine	Morales	9th	Lucy	Jimenez	
LeAnn	MUAI	9th	Caroline	MUAI	
Christian	Ross	12	Tina	Lee-Ross	
David	Sanchez	10	Vanessa	Soriano	
Isabel	Roberson	12	Abigail	Ramirez	
Alvaro	Chacon-Hermosilo	11	Flor	Hermosilo	
John	Guarderrama	10	Daniela	Guaderrama	
Nicolas	Socha	9	Amy	Socha	
Chloe	Anderson	9th	Starla	Anderson	
Natalie	Botello	9	Loriana	Nasorro	
Moises	Patino	9	Maria	Aguilar	
Johanna	Leebette	9	Monaee	White	
Mark	Villagran	9	Angelena	Villagran	
Alicia	Mora	9	Brenda	Guzman	
Ezequiel	Dorado	11	Billie	Dorado	

Open House & Title I Compact

August 25, 2022

Please PRINT Clearly.

Student's First Name	Student's Last Name	Grade Level	Parent's First Name	Parent's Last Name	Parent Signature
Taylor	Jackson	10th	Nicole	Tiner	N. Dis

🗣 Languages   2 ⌄

⊘ **English (55%)**
⊘ Spanish (45%)

Phone · English

🎤 Audio   682-551-1230   Send Test Call   ⊙ 0:30

Good Afternoon Comet Family,

We had a great first week back! Please join us for Open House next week on Thursday, August 25, from 5:30pm-7pm.

Also, please make sure your students are following the FWISD Standards of Dress. To find dress code information, go to fwisd.org, click the Families tab, then click the grey 'Dress Code' button. Disciplinary dress code conferences will be held starting next week.

Thank you,

Mrs. Clarke

Message	OPEN HOUSE on 8/25! (& DRESS CODE REMINDER)
Category	Miscellaneous
Status	Complete
Sender	BRITTNEY CLARKE (TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS)
Recipients	Parent at TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS Student at TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS
Created	Aug 19, 2022 03:33 PM CDT
Start time	Aug 19, 2022 05:00 PM CDT
Blackouts	System blackout times will be followed. No messages will be sent between 09:00 PM - 08:00 AM.
Deliver via	
Compact messages	Do not play header/footer prompts during outbound calling.
Address options	Blackboard will attempt delivery to delivery addresses enabled for this category of message for each recipient.

Batch ID: 8821592

Blackboard Help Desk: 24 hour support | 800-829-8107 | bbcommssupport@blackboard.com

Languages   2 ∨

English (55%)
Spanish (45%)

OPEN HOUSE & DRESS CODE INFORMATION

Good Afternoon Comet Family,

Please join us for Open House next week on Thursday, August 25, from 5:30pm-7:00pm.

Also, please make sure your students are following the FWISD Standards of Dress. You can find the dress code by viewing the attachment, by clicking the link, or by navigating to www.fwisd.org, click the Families tab, then click the grey 'Dress Code' button. Disciplinary conferences will be held starting next week regarding dress code.

Thank you and have a great weekend!

Mrs. Clarke

|	
Message	OPEN HOUSE on 8/25! (& DRESS CODE REMINDER)
Category	Miscellaneous
Status	Complete
Sender	BRITTNEY CLARKE (TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS)
Recipients	Parent at TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS Student at TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS
Created	Aug 19, 2022 03:33 PM CDT
Start time	Aug 19, 2022 05:00 PM CDT
Blackouts	System blackout times will be followed. No messages will be sent between 09:00 PM - 08:00 AM.
Deliver via	
Compact messages	Do not play header/footer prompts during outbound calling.
Address options	Blackboard will attempt delivery to delivery addresses enabled for this category of message for each recipient.

Batch ID: 8821592

OPEN HOUSE on 8/25! (& [

Languages   2 ∨

📀 **English (55%)**
📀 Spanish (45%)

Text / SMS · English

SOUTH COLLEGIATE: Open House on 8/25! 5:30pm-7pm. See you there!

☑ Open House

Email

Please join us for Open House on Thursday, August 25, 2022 @5:30pm! We can't wait to see you!

Open House

**Meet your student's
high school professors, counselors and
administrators.
Students and parents can sign up for
clubs & PTA.**

TCC SOUTH/FWISD Collegiate HS
SECH: CAFE
Thursday, August 25th

5:30P-7:00PM

Message Open House

Category Miscellaneous

Status Complete

Sender WENDY CARRILLO (TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS)

Recipients Teacher at TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS
Parent at TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS
Student at TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS

Created Aug 23, 2022 04:35 PM CDT

Start time Aug 23, 2022 05:00 PM CDT

Blackouts System blackout times will be followed.
No messages will be sent between 09:00 PM - 08:00 AM.

Deliver via

Address options Blackboard will attempt delivery to delivery addresses enabled for this category of message for each recipient.

Batch ID: 8828132

Blackboard Help Desk: 24 hour support | 800-829-8107 | bbcommssupport@blackboard.com

✏ Open House

🗐 Languages ⌄

⬢ **English (55%)**

Text / SMS

TCCSO: Please join us for Open House on August 25, 2022 @5:30pm!

Message	Open House
Category	Miscellaneous
Status	Complete
Sender	WENDY CARRILLO (TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS)
Recipients	Teacher at TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS Parent at TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS Student at TARRANT COUNTY COLLEGE SOUTH-FWISD COLLEGIATE HS
Created	Aug 23, 2022 04:35 PM CDT
Start time	Aug 23, 2022 05:00 PM CDT
Blackouts	System blackout times will be followed. No messages will be sent between 09:00 PM - 08:00 AM.
Deliver via	
Address options	Blackboard will attempt delivery to delivery addresses enabled for this category of message for each recipient.

Batch ID: 8828132