

Wichita Falls Independent School District

Hirschi High

2023-2024 Campus Improvement Plan



Mission Statement

The mission of Hirschi High School is to increase student achievement and support needs by developing and maintaining the organizational cultures and structures that inspire, engage, and support students and staff in learning excellence.

Vision

We are committed to ensuring that each student who enters Hirschi High School graduates from our school with a viable plan for success in post-high school pursuits.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Recruit, Support, and Retain Teachers and Principals	13
Goal 2: Build a Foundation in Reading and Math	17
Goal 3: Connect high school to career and college.	30
Goal 4: Improve low performing schools	34
State Compensatory	46
Budget for Hirschi High	46
Personnel for Hirschi High	46
Title I Personnel	47
2023-2024 Campus Site-Based Committee	48
Campus Funding Summary	49
Addendums	51

Comprehensive Needs Assessment

Demographics

Demographics Summary

2022-2023 School Year Information

Information taken from the 2020-2021 School Report Card published 2/2022.

Total enrollment - 858.

SpEd - 132 (15.4%), ELL - 72 (8.4%), 504 - 136 (15.9%) , At-Risk - 491 (57.2%), Econ Dis - 573 (66.8%)

Hispanic - 322 (37.5%), White - 197 (23.1%), African American - 272 (31.7%), Asian - 10 (1.2%), American Indian - 8 (0.9%), Two or More - 47 (5.5%), Pacific Islander - 2 (0.2%)

At least 20 staff members have resigned from the campus from March - July. This includes clerks, admin, teachers.

2021-2022 School Year Information

A total enrollment of 893. Demographic break down to include 130-sped, 53-ELL, 128-504, 617-At-Risk, 361 Hispanic, 286 White, 299 African American, 26 Asian, 13 American Indian, and 62 Muilti-Racial

Demographics Strengths

2022-2023

The campus enjoys a diverse population that allows for appreciation of all cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 49% of our student population are identified as students with special needs (SPED, 504, ELL) and based on EOC scores these students need additional support in the four core areas. **Root Cause:** High rate of mobility (200 - 19.8%) and consistently providing in class support.

Problem Statement 2 (Prioritized): The student population consists of: 31.7% African American, 37.5% Hispanic, 66.8% Economically Disadvantaged, and 57.2 % At-Risk. Historically, this combination of percentages increases the likelihood of challenges in reaching state-implemented academic standards. **Root Cause:** Lack of effective interventions in developmental years.

Problem Statement 3 (Prioritized): At least 20 staff members resigned from the campus from March 2023 to July 2023. **Root Cause:** The current climate throughout the district has caused low morale and distrust.

Student Learning

Student Learning Summary

EOC (2021/2022)

- Alg I: 55% - 66% Approaches, 22% - 19% Meets, 10% - 6% Masters
- Bio: 65% - 62% Approaches, 34% - 33% Meets, 11% - 6% Masters
- USH: 73% - 73% Approaches, 51% - 50% Meets, 31% - 24% Masters
- Eng I: 53% - 46% Approaches, 39% - 26% Meets, 7% - 2% Masters
- Eng II: 56% - 52% Approaches, 44% - 33% Meets, 5% - 4% Masters

AP/IB -

PSAT

SAT - average score = 976 (1019 - state)

ACT - average score = 22 (20 - state)

TSI

Dual Credit Earned -

CTE Certifications -

Student Learning Strengths

2022-2023

ACT average score (22) is above the state's average score (20).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Preliminary Campus Rating of "F" for the 2022-2023 Accountability year. **Root Cause:** Lack of campus-wide rigor and consistent implementation of research based instructional practices

Problem Statement 2 (Prioritized): All EOC "Meets" Scores fell below 70% in all sub groups areas. **Root Cause:** Lack of a process for students and teachers to be aware of student academic progress and areas in need of growth.

School Processes & Programs

School Processes & Programs Summary

2022-2023

Instructional Processes: Daily tutorials as well as transportation for students twice a week for after-school tutorials. PLC's (Professional Learning Community), progress monitoring using formative assessments, and technology via one to one Chromebooks. Students do not come to class prepared with supplies or usable technology.

Curriculum: IB diploma classes, TEKS Resource System coupled with a district-developed curriculum.

Organizational: HRS for TTESS Goals, NHS (National Honor Society), Student Council, CIS (Communities in Schools), Key Club, One Act Play, Choir, Cheerleaders, Band, Thespian Society, PALS, JROTC, Annual and Newspaper Staff, Crimestoppers, and Athletics

Personnel Recruitment & Retention: attendance at job fairs, mentoring programs, staff development in & out of district, curriculum & instruction specialist.

Administrative: T-T ESS (includes goal setting, professional growth,& student achievement), T-PESS.

School Processes & Programs Strengths

2022-2023

HRS: TTESS goals are based on HRS elements and strategies.

PBIS

Celebrating student and staff success

Teachers are adequately trained in Google operating systems

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): "All Students" EOC subject test scores are below 50%. **Root Cause:** Classroom instruction is not student centered due to a lack of engaging and research based strategies.

Problem Statement 2 (Prioritized): Based on T-T ESS data, teacher goals are not clear or measurable. **Root Cause:** Lack of training in SMART goal setting

Perceptions

Perceptions Summary

2022-2023

Parents are kept up to date on school events through: Parentlink, social media, etc. Student, teacher, parent compact distributed & signed yearly. Parents are free to request meetings with school staff, teachers have email and can quickly communicate with parents. Bullying complaints and threats are taken seriously, properly investigated, & reported to the proper authorities. Teachers are vigilant in school safety efforts, before, during, and after school. Discipline is handled in accordance with the discipline demerit system, PBIS and student's BIP (Behavior Intervention Plan).

Perceptions Strengths

For 2022-2023 school year - Based on 2021 Reports

- CTE Certification
- Graduation rate (96.4% - 4-yr, 100% - 5-yr)
- IB program
- Social Media
- Remind
- Most announcements are communicated in English & Spanish
- Campus police officers are visible and supportive
- Campus safety drills are completed with fidelity
- Operation Fresh Start (Cohort with Community churches)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Less than 20% of the student population's family members participate in school activities. **Root Cause:** Majority of parents do not have flexibility to participate in school activities

Problem Statement 2 (Prioritized): 20% of all students are suspended for disciplinary reasons. 22% of SpEd students are suspended for disciplinary reasons. **Root Cause:** Lack of consistency regarding student discipline due to lack of buy in of discipline plan & PBIS from all stakeholders

Priority Problem Statements

Problem Statement 1: Preliminary Campus Rating of "F" for the 2022-2023 Accountability year.

Root Cause 1: Lack of campus-wide rigor and consistent implementation of research based instructional practices

Problem Statement 1 Areas: Student Learning

Problem Statement 2: At least 20 staff members resigned from the campus from March 2023 to July 2023.

Root Cause 2: The current climate throughout the district has caused low morale and distrust.

Problem Statement 2 Areas: Demographics

Problem Statement 3: "All Students" EOC subject test scores are below 50%.

Root Cause 3: Classroom instruction is not student centered due to a lack of engaging and research based strategies.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: All EOC "Meets" Scores fell below 70% in all sub groups areas.

Root Cause 4: Lack of a process for students and teachers to be aware of student academic progress and areas in need of growth.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The student population consists of: 31.7% African American, 37.5% Hispanic, 66.8% Economically Disadvantaged, and 57.2 % At-Risk. Historically, this combination of percentages increases the likelihood of challenges in reaching state-implemented academic standards.

Root Cause 5: Lack of effective interventions in developmental years.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 49% of our student population are identified as students with special needs (SPED, 504, ELL) and based on EOC scores these students need additional support in the four core areas.

Root Cause 6: High rate of mobility (200 - 19.8%) and consistently providing in class support.

Problem Statement 6 Areas: Demographics

Problem Statement 7: 20% of all students are suspended for disciplinary reasons. 22% of SpEd students are suspended for disciplinary reasons.

Root Cause 7: Lack of consistency regarding student discipline due to lack of buy in of discipline plan & PBIS from all stakeholders

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Based on T-TESS data, teacher goals are not clear or measurable.

Root Cause 8: Lack of training in SMART goal setting

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Less than 20% of the student population's family members participate in school activities.

Root Cause 9: Majority of parents do not have flexibility to participate in school activities

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 29, 2023





Goal 1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 1: Reduce staff turnover from 18 % in 2022-2023 to 10% by 2023-2024.

Evaluation Data Sources: Human Resource Department

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will provide and receive feedback through multiple forms of communication such as surveys, quick chats, PLC's.</p> <p>Strategy's Expected Result/Impact: Staff turnover rate, staff surveys, minutes from PLCs</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Leaders</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 2</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To support students in large class sizes, academic needs of students will be addressed with the assistance of tutors, inclusion and SPED aides, PLC's, administrator academic coaches, New Teacher Mentoring program, Campus Instructional Leaders in the four core subjects, and district/Region 9 curriculum specialists.</p> <p>*Professional development will be provided for all staff. In August, the district and the campus will provide professional development in the areas of classroom management, instructional strategies, SMART goals, and technology. It will be designed to support improved student achievement. Also to include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners. Other PD sessions will occur throughout the school year. Stipends will be paid to teachers to stay after school for PD as determined by campus administration.</p> <p>Strategy's Expected Result/Impact: Standardized test scores, district and campus assessments</p> <p>Staff Responsible for Monitoring: Administration, Diagnosticians, Curriculum Specialists, Campus Instructional Leaders</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1</p> <p>Funding Sources: Campus after school PD stipend - Title 1 Part A - 211.13.6118.00.001.3.30.000 - \$5,000, Subs - for EOC camps - Title 1 Part A - 211.11.6112.00.001.3.30.000 - \$1,000, New Teacher Mentoring Program - Title 1 Part A - 211.11.6118.00.001.3.30.000 - \$6,000</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Celebrate teacher and student success measured through student growth throughout the year, assessment on standardize testing and Positive Behavior Intervention System (PBIS). PBIS celebrations are evidenced by recognition of various events. Faculty and student affirmations are evidenced at faculty meetings and school announcements.</p> <p>Strategy's Expected Result/Impact: Standardized tests scores, district and campus assessments, discipline data, positive climate and culture measured by surveys.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Instructional Leaders</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: To address high needs areas, we will work with alternative certification companies through our HR department. In addition, we will consider non-certified applicants through the flexibility of the DOI.</p> <p>*The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>*The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Staff data including certifications and/or certification plans</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Instructional Leaders, and District Staff</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: More effort will be made to not schedule campus meetings during the teacher's planning period in order to protect that time.</p> <p>Strategy's Expected Result/Impact: Campus meeting schedule, staff surveys</p> <p>Staff Responsible for Monitoring: Campus Administration, Diagnostician, Counselors</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 49% of our student population are identified as students with special needs (SPED, 504, ELL) and based on EOC scores these students need additional support in the four core areas. Root Cause: High rate of mobility (200 - 19.8%) and consistently providing in class support.</p> <p>Problem Statement 3: At least 20 staff members resigned from the campus from March 2023 to July 2023. Root Cause: The current climate throughout the district has caused low morale and distrust.</p>

Student Learning

Problem Statement 1: Preliminary Campus Rating of "F" for the 2022-2023 Accountability year. **Root Cause:** Lack of campus-wide rigor and consistent implementation of research based instructional practices

School Processes & Programs

Problem Statement 2: Based on T-TESS data, teacher goals are not clear or measurable. **Root Cause:** Lack of training in SMART goal setting

Goal 2: Build a Foundation in Reading and Math





Performance Objective 1: Eng I: Increase the Meets level scores from 25% to 35% on the Spring 2024 STAAR EOC by reviewing assessment data of All students as well as students identified as African American, Hispanic, economically disadvantaged and receiving special education services.

Evaluation Data Sources: State standardized assessment results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementing WinkEd strategies, supported by research proven elements of HRS such as NASOT, effective PLC's, effective PBIS, MTSS, communications systems, and safe and orderly classrooms along with IB criteria to ensure student success.</p> <p>Strategy's Expected Result/Impact: Standardized testing results, district and campus assessments, discipline data,</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Campus Instructional Leaders, and Curriculum Specialists</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All, AA, HISP, ECD, EB, and SPED are monitored in reading. Support is provided by SpEd, Counselors, tutors on campus. After school tutorials and busing are provided to support these students two days a week. Additional support and supplies are needed to teach reading skills including online programs. Students have many gaps in basic reading skills.</p> <p>*SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p> <p>Strategy's Expected Result/Impact: Classroom grades, district and campus assessments, standardized assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, Campus Instructional Leaders</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: No Red Ink - Title 1 Part A - 199.E.11.6397.00.001.3.30.000 - \$8,200, Tutoring - Title 1 Part A - 211.11.6118.67.001.3.30.000 - \$2,500, After school bussing for tutoring - Title 1 Part A - 211.34.6294.67.001.3.30.000 - \$1,000</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: In order to support the ELA department, campus wide reading and writing initiatives will be put in place which will be supported by reading online programs such as Newsela and No Red Ink, reading current works of literature, as well as the IB diploma program curriculum.</p> <p>Strategy's Expected Result/Impact: Classroom grades, Standardized assessment results, district and campus assessment results</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, and curriculum specialists, Campus Instructional Leaders.</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: No Red Ink - Title 1 Part A - 211.11.6248.00.001.0.30.000 - \$8,200, Newsela - Title 1 Part A - 211.11.6248.00.001.3.30.000 - \$15,000</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: State, district, campus, and IB assessment results/data will be reviewed regularly during PLC meetings as well as after school data desegregation meetings. Teachers will meet to develop plans for instruction after each district/campus assessment. As a result students will be identified for additional support.</p> <p>*Title/SCE funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p>Strategy's Expected Result/Impact: Standardized Assessment Results, District and Campus Assessment, Report Card Grades</p> <p>Staff Responsible for Monitoring: Campus Administrators, Curriculum Specialists, Campus Instructional Leaders, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p> <p>Funding Sources: After school data meetings - Title 1 Part A - 211.11.6118.00.001.3.30.000 - \$1,000, - SCE</p>	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will be identified for and enrolled in EOC/ Foundational classes based on prior state assessments and the need to retest. The classes will provide intensive remediation in preparation for EOC exams. Accelerated instruction will be provided to all students who are not successful on the EOC exams.</p> <p>Strategy's Expected Result/Impact: Standardized Assessment Results, Student Schedules</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Extra Duty Stipend - Sat. school, tutoring - SCE, - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: In order to support teachers working with struggling students, the Multi-Tier System of Support (MTSS) team will meet every six weeks or as needed each grading period to review student progress and to recommend interventions.</p> <p>*The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Report Card Grades, District and campus assessments, Standardized state assessments MTSS Meeting Agendas, Minutes, Sign-in Sheets</p> <p>Staff Responsible for Monitoring: MTSS committee, Campus Administrators, Teachers, Counselors</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Aide Salary & Benefits - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students have an increased access to technology, (such as one to one) as well as multidisciplinary experiences in the classroom in order to more effectively access and complete higher levels of lessons and use higher order thinking skills. Title and/or SCE money will be used to purchase needed instructional supplies.</p> <p>Strategy's Expected Result/Impact: Report Card grades, district and campus assessments, standardized state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies - Title 1 Part A - 211.00.6399.00.001.3.30.000 - \$3,000, - SCE</p>	Formative		
	Nov	Feb	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: *The TELPAS will be utilized to assess Emergent Bilingual (EB) students' achievement measured against the state achievement standards. EL students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. All English teachers will be ESL certified by the end of the fall semester.</p> <p>Strategy's Expected Result/Impact: TELPAS results, report card grades, standardized assessment results, district and campus assessments</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Campus Instructional Leaders, LPAC Committee</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: District Curriculum Specialist will be utilized to provide a writing camp staff development to English teachers. Teachers may be provided time during the school day for training and implementation.</p> <p>Strategy's Expected Result/Impact: State standardized assessment results, Sub reports, Class Grades, Agenda/Sign-in sheets for trainings</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Campus Instructional Leader, District Curriculum Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Subs - SCE, Subs - Title 1 Part A</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 49% of our student population are identified as students with special needs (SPED, 504, ELL) and based on EOC scores these students need additional support in the four core areas. Root Cause: High rate of mobility (200 - 19.8%) and consistently providing in class support.</p>
<p>Problem Statement 2: The student population consists of: 31.7% African American, 37.5% Hispanic, 66.8% Economically Disadvantaged, and 57.2 % At-Risk. Historically, this combination of percentages increases the likelihood of challenges in reaching state-implemented academic standards. Root Cause: Lack of effective interventions in developmental years.</p>
Student Learning
<p>Problem Statement 1: Preliminary Campus Rating of "F" for the 2022-2023 Accountability year. Root Cause: Lack of campus-wide rigor and consistent implementation of research based instructional practices</p>

Student Learning

Problem Statement 2: All EOC "Meets" Scores fell below 70% in all sub groups areas. **Root Cause:** Lack of a process for students and teachers to be aware of student academic progress and areas in need of growth.

School Processes & Programs

Problem Statement 1: "All Students" EOC subject test scores are below 50%. **Root Cause:** Classroom instruction is not student centered due to a lack of engaging and research based strategies.

Perceptions

Problem Statement 2: 20% of all students are suspended for disciplinary reasons. 22% of SpEd students are suspended for disciplinary reasons. **Root Cause:** Lack of consistency regarding student discipline due to lack of buy in of discipline plan & PBIS from all stakeholders

Goal 2: Build a Foundation in Reading and Math

Performance Objective 2: Eng. II: Increase the Meets level scores from 31% to 40% on the Spring 2024 STAAR EOC by reviewing assessment data of All students as well as students identified as African American, Hispanic, economically disadvantaged and receiving special education services.

Evaluation Data Sources: State standardized assessment results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In order to support the ELA department, campus wide reading and writing initiatives will be put in place which will be supported by reading online programs such as Newsela, reading current works of literature, as well as the IB diploma program curriculum.</p> <p>Strategy's Expected Result/Impact: Classroom grades, Standardized assessment results, district and campus assessment results</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, and curriculum specialists, Campus Instructional Leaders</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All, AA, HISP, ECD, EB, and SPED are monitored in reading. Support is provided by SpEd, Counselors, tutors on campus. After school tutorials and busing are provided to support these students two days a week. Additional support and supplies are needed to teach reading skills including online programs. Students have many gaps in basic reading skills.</p> <p>*SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p> <p>Strategy's Expected Result/Impact: Classroom grades, district and campus assessments, standardized assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, Campus Instructional Leaders</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: tutoring - Title 1 Part A - 211.11.6118.67.001.3.30.000 - \$2,500, bussing for tutoring - Title 1 Part A - 211.34.6294.67.001.3.30.000 - \$1,000, - SCE</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementing WinkEd strategies supported by research proven elements of HRS such as NASOT, effective PLC's, effective PBIS, MTSS, communications systems, and safe and orderly classrooms along with IB criteria to ensure student success.</p> <p>Strategy's Expected Result/Impact: Standardized testing results, district and campus assessments, discipline data</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Campus Instructional Leaders, and Curriculum Specialists</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: State, district, campus, and IB assessment results/data will be reviewed regularly during PLC and after school data meetings. Teachers will meet to develop plans for instruction after each district/campus assessment. As a result students will be identified for additional support.</p> <p>*Title/SCE funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p>Strategy's Expected Result/Impact: Standardized Assessment Results, District and Campus Assessment, Report Card Grades</p> <p>Staff Responsible for Monitoring: Campus Administrators, Curriculum Specialists, Campus Instructional Leaders, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: After school data meetings - Title 1 Part A - 211.11.6118.00.001.3.30.000 - \$1,000</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will be identified for and enrolled in EOC/ Foundational classes based on prior state assessments and the need to retest. The classes will provide intensive remediation in preparation for EOC exams. Accelerated instruction will be provided to all students who are not successful on the EOC exams.</p> <p>Strategy's Expected Result/Impact: Standardized Assessment Results, Student Schedules</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Extra Duty Stipend - Sat. school, tutoring - SCE, - Title 1 Part A</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: In order to support teachers working with struggling students, the Multi-Tier System of Support (MTSS) team will meet every six weeks or as needed each grading period to review student progress and to recommend interventions.</p> <p>*The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Report Card Grades, District and campus assessments, Standardized state assessments MTSS Meeting Agendas, Minutes, Sign-in Sheets</p> <p>Staff Responsible for Monitoring: MTSS committee, Campus Administrators, Teachers, Counselors</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students have an increased access to technology, (such as one to one) as well as multidisciplinary experiences in the classroom in order to more effectively access and complete higher levels of lessons and use higher order thinking skills. Title and/or SCE money will be used to purchase needed instructional supplies.</p> <p>Strategy's Expected Result/Impact: Report Card grades, district and campus assessments, standardized state assessments</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies - Title 1 Part A - 211.11.6399.00.001.3.30.000 - \$3,000</p>	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: District Curriculum Specialist will be utilized to provide a writing camp staff development to English teachers. Teachers may be provided time during the school day for training and implementation.</p> <p>Strategy's Expected Result/Impact: State standardized assessment results, Sub reports, Class Grades, Agenda/Sign-in sheets for trainings</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Campus Instructional Leader, District Curriculum Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: subs - Title 1 Part A, subs - SCE</p>	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 49% of our student population are identified as students with special needs (SPED, 504, ELL) and based on EOC scores these students need additional support in the four core areas. **Root Cause:** High rate of mobility (200 - 19.8%) and consistently providing in class support.

Problem Statement 2: The student population consists of: 31.7% African American, 37.5% Hispanic, 66.8% Economically Disadvantaged, and 57.2 % At-Risk. Historically, this combination of percentages increases the likelihood of challenges in reaching state-implemented academic standards. **Root Cause:** Lack of effective interventions in developmental years.

Student Learning

Problem Statement 1: Preliminary Campus Rating of "F" for the 2022-2023 Accountability year. **Root Cause:** Lack of campus-wide rigor and consistent implementation of research based instructional practices

Problem Statement 2: All EOC "Meets" Scores fell below 70% in all sub groups areas. **Root Cause:** Lack of a process for students and teachers to be aware of student academic progress and areas in need of growth.

School Processes & Programs

Problem Statement 1: "All Students" EOC subject test scores are below 50%. **Root Cause:** Classroom instruction is not student centered due to a lack of engaging and research based strategies.

Perceptions

Problem Statement 2: 20% of all students are suspended for disciplinary reasons. 22% of SpEd students are suspended for disciplinary reasons. **Root Cause:** Lack of consistency regarding student discipline due to lack of buy in of discipline plan & PBIS from all stakeholders





Goal 2: Build a Foundation in Reading and Math

Performance Objective 3: Alg. I: Increase the Meets level scores from 15% to 20% on the Spring 2024 STAAR EOC by reviewing assessment data of All students as well as students identified as African American, Hispanic, economically disadvantaged and receiving special education services.

Evaluation Data Sources: State standardized assessment results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Alg. 1 teachers will focus on priority standards for math. The IB concepts will increase levels of rigor for students.</p> <p>Strategy's Expected Result/Impact: Standardized testing results</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Campus Instructional Leaders</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All, AA, HISP, ECD, EB, and SPED are monitored in math. Support is provided by the SPED, Counselors, tutors on campus. School day and after school tutorials and busing are provided to support these students two days a week. Additional academic as well as technology and classroom supply support is needed to teach math skills. Students have many gaps in basic math skills. IB diploma students may help tutor Bridge to College students in math as needed.</p> <p>Strategy's Expected Result/Impact: Classroom grades, district and campus assessments, standardized assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, Campus Instructional Leaders</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: - Title 1 Part A, - SCE</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementing WinkEd strategies supported by researched based elements of HRS such as NASOT, effective PLC's, effective PBIS, MTSS, communications systems, and safe and orderly classrooms along with IB criteria will ensure student success.</p> <p>Strategy's Expected Result/Impact: Standardized testing results, district and campus assessments, discipline data</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Campus Instructional Leaders, and Curriculum Specialists</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: State, district, campus, and IB assessment results/data will be reviewed regularly during PLC and after school meetings. Teachers will meet to develop plans for instruction after each district/campus assessment. As a result students will be identified for additional support.</p> <p>*Title/SCE funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p>Strategy's Expected Result/Impact: Standardized Assessment Results, District and Campus Assessment, Report Card Grades</p> <p>Staff Responsible for Monitoring: Campus Administrators, Curriculum Specialists, Campus Instructional Leaders, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: After school data meetings - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will be identified for and enrolled in EOC/ Foundational classes based on prior state assessments and the need to retest. The classes will provide intensive remediation in preparation for EOC exams. Accelerated instruction will be provided to all students who are not successful on the EOC exams.</p> <p>Strategy's Expected Result/Impact: Standardized Assessment Results, Student Schedules</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Extra Duty Stipend - Sat. school, tutoring - SCE, - Title 1 Part A</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: In order to support teachers working with struggling students, a Multi Tier System of Support team (MTSS) will meet every six weeks or as needed each grading period to review student progress and to recommend interventions.</p> <p>*The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Report Card Grades, District and campus assessments, Standardized state assessments MTSS Meeting Agendas, Minutes, Sign-in Sheets</p> <p>Staff Responsible for Monitoring: MTSS committee, Campus Administrators, Teachers, Counselors</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students have an increased access to technology, (such as one to one) as well as multidisciplinary experiences in the classroom in order to more effectively access and complete higher levels of lessons and use higher order thinking skills. Title and/or SCE money will be used to purchase needed instructional supplies.</p> <p>Strategy's Expected Result/Impact: Report Card grades, district and campus assessments, standardized state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: supplies - Title 1 Part A - 211.11.6399.00.001.3.30.000 - \$3,000</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: 49% of our student population are identified as students with special needs (SPED, 504, ELL) and based on EOC scores these students need additional support in the four core areas. Root Cause: High rate of mobility (200 - 19.8%) and consistently providing in class support.</p> <p>Problem Statement 2: The student population consists of: 31.7% African American, 37.5% Hispanic, 66.8% Economically Disadvantaged, and 57.2 % At-Risk. Historically, this combination of percentages increases the likelihood of challenges in reaching state-implemented academic standards. Root Cause: Lack of effective interventions in developmental years.</p>

Student Learning

Problem Statement 1: Preliminary Campus Rating of "F" for the 2022-2023 Accountability year. **Root Cause:** Lack of campus-wide rigor and consistent implementation of research based instructional practices

Problem Statement 2: All EOC "Meets" Scores fell below 70% in all sub groups areas. **Root Cause:** Lack of a process for students and teachers to be aware of student academic progress and areas in need of growth.

School Processes & Programs

Problem Statement 1: "All Students" EOC subject test scores are below 50%. **Root Cause:** Classroom instruction is not student centered due to a lack of engaging and research based strategies.





Goal 3: Connect high school to career and college.

Performance Objective 1: Increase graduation rate from 97% to 100% graduation rate for May 2024.

Evaluation Data Sources: Tracked through TEA reports and systems.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be offered CTE course offerings. Counselors will provide information to students and parents regarding graduation requirements, career preparation, and the new courses.</p> <p>Strategy's Expected Result/Impact: CTE Course enrollment, . Agendas and Sign in sheets from informational meetings</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Though the number of students participating in IB and dual credit courses continues to grow, our eleventh and twelfth grade students continue to be scheduled to earn college credit through the IB courses. Informational sessions will be provided for student and parents via counselors and CIS. In addition, the CEC will offer dual credit to Hirschi students through MSU and Vernon College. Dual credit scholarships will also be offered.</p> <p>Strategy's Expected Result/Impact: Agendas and Sign In sheets for informational meetings, Dual credit course Enrollment</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, College and Career Facilitator</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CTE teachers and college/career facilitators will work to strengthen the workforce partnerships between students and businesses by inviting business professionals to speak and have Q&A opportunities during class time.</p> <p>Strategy's Expected Result/Impact: Documentation of Job shadowing opportunities and participation</p> <p>Staff Responsible for Monitoring: Campus Administrators, CTE Teachers, College and Career Facilitator</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselors and diagnosticians will develop and review graduation plans with students and parents to ensure that coursework supports college and career goals. Students will be scheduled to earn advanced high school diplomas. The IBDP coordinator will ensure IBDP required credits are met.</p> <p>Strategy's Expected Result/Impact: Number of endorsements and certifications. College Readiness indicators. Number of advanced diplomas awarded.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will be scheduled to attend fairs, in class workshops, off campus workshops, field trips in order to explore universities, scholarships, and courses of study. The campus college counselor will provide a google classroom for seniors to receive details for scholarships available from various sources. Students will be scheduled to visit with college recruiters on campus. The campus will facilitate field trips to various colleges and universities.</p> <p>Strategy's Expected Result/Impact: Documentation and calendar of visits to colleges and universities, Enrollement in Senior Google Classroom, Documentation and calendar of college recruiters scheduled on campus</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, College and Career Facilitator, SPED, athletic coaches.</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: *Title funds shall be utilized to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p>Strategy's Expected Result/Impact: Title budget, migrant student list</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p> <p>Strategy's Expected Result/Impact: Fitness Gram Results</p> <p>Staff Responsible for Monitoring: Campus Principal, Coaches</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Seniors with no CCMR point and are not on tract to earn a CTE point will be placed in the college readiness class. There will also be a broader sweep of students as well to take the TSI test.</p> <p>Strategy's Expected Result/Impact: CCMR data from the state, TSI data</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 49% of our student population are identified as students with special needs (SPED, 504, ELL) and based on EOC scores these students need additional support in the four core areas. **Root Cause:** High rate of mobility (200 - 19.8%) and consistently providing in class support.

Problem Statement 2: The student population consists of: 31.7% African American, 37.5% Hispanic, 66.8% Economically Disadvantaged, and 57.2 % At-Risk. Historically, this combination of percentages increases the likelihood of challenges in reaching state-implemented academic standards. **Root Cause:** Lack of effective interventions in developmental years.

Student Learning





Problem Statement 1: Preliminary Campus Rating of "F" for the 2022-2023 Accountability year. **Root Cause:** Lack of campus-wide rigor and consistent implementation of research based instructional practices

Goal 4: Improve low performing schools

Performance Objective 1: Decrease discipline referrals by 5% by May 2024.

Evaluation Data Sources: TEA Accountability Summary

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A campus wide Positive Behavior Intervention System will continue to measures attendance, tardies, referrals and grades for each six weeks and for each semester. Students will be tiered on level 1 through 3. The Student Support Counselor will assist with interventions for sub-populations as well as for At Risk students, and will provide assistance for students who are identified on tier 2 and 3.</p> <p>Strategy's Expected Result/Impact: Attendance rate, Referral data, Increased student achievement as measured through campus assessments and report cards.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Student Support Counselor, Teachers</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Student Support Counselor Salary & Benefits - SCE</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be evaluated in part by the student support counselor and administration to provide services as needed in special programs to include Violence Prevention and Intervention and Pregnancy Related Services.</p> <p>Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>Strategy's Expected Result/Impact: School suspension data, Referral data</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Student Support Counselor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p>Strategy's Expected Result/Impact: Transition Documentation</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students placed in alternative settings such as In School Suspension and Behavior Alternative Classes will receive the technology support that will allow them to continue receiving instruction from their classes through Google Classroom.</p> <p>Strategy's Expected Result/Impact: Class Grades</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, ISS/BAC teacher</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Ear buds for ISS/BAC - SCE - 199.E.11.6399.00.001.0.30.000</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Preliminary Campus Rating of "F" for the 2022-2023 Accountability year. Root Cause: Lack of campus-wide rigor and consistent implementation of research based instructional practices</p>

Goal 4: Improve low performing schools

Performance Objective 2: Increase student attendance from 91.2% to 95% by May 2024

Evaluation Data Sources: Campus reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. Parentlink will be used to enhance communication with parents.</p> <p>Strategy's Expected Result/Impact: Campus Attendance Rate</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, Campus Truancy Clerk</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student attendance issues will be addressed through intervention by the campus administration team and Community in School Counseling,</p> <p>Strategy's Expected Result/Impact: Campus Attendance Rate</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, Campus Truancy Clerk, Community in School Campus Staff</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p> <p>Strategy's Expected Result/Impact: Campus Homeless Data</p> <p>Staff Responsible for Monitoring: Campus Administration, Registrar, District Homeless Liaison</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: Preliminary Campus Rating of "F" for the 2022-2023 Accountability year. Root Cause: Lack of campus-wide rigor and consistent implementation of research based instructional practices</p>

Goal 4: Improve low performing schools

Performance Objective 3: US History: Increase the Masters level scores from 42% to 52% on the Spring 2024 STAAR EOC by reviewing assessment data of All students as well as students identified as African American, Hispanic, economically disadvantaged and receiving special education services.

Evaluation Data Sources: State standardized assessment results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Subs/tutoring for interventions. Strategy's Expected Result/Impact: Job descriptions, student logs, tutor time-sheets, sub rosters, and state assessment results Staff Responsible for Monitoring: Campus Administration, Campus Instructional Leader, Teachers</p> <p>- TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1, 2 - Student Learning 1, 2 Funding Sources: tutoring and subs - Title 1 Part A - 211.11.6118.67.001.0.30.000 - \$2,500</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: EOC Boot Camps Strategy's Expected Result/Impact: State assessment results, Sub rosters, student and teacher schedules Staff Responsible for Monitoring: Campus Administration, Campus Instructional Leaders, Teachers</p> <p>- TEA Priorities: Improve low-performing schools Funding Sources: subs - Title 1 Part A - 211.11.6112.00.001.3.30.000 - \$2,000</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Buy educational technology and supplemental instructional materials blended for differentiated instruction and interventions for at-risk students and students with disabilities. Strategy's Expected Result/Impact: State assessment results Staff Responsible for Monitoring: Campus Administration, Campus Instructional Leaders, Teachers</p> <p>- TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: Supplies - Title 1 Part A - 211.11.6399.00.001.2.30.000 - \$3,000, Technology - Title 1 Part A</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Purchase supplemental social studies based reading material leveled for differentiated instruction for at-risk students and students with learning disabilities.</p> <p>Strategy's Expected Result/Impact: State assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Leader</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - Title 1 Part A, - SCE</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: 49% of our student population are identified as students with special needs (SPED, 504, ELL) and based on EOC scores these students need additional support in the four core areas. Root Cause: High rate of mobility (200 - 19.8%) and consistently providing in class support.</p>
<p>Problem Statement 2: The student population consists of: 31.7% African American, 37.5% Hispanic, 66.8% Economically Disadvantaged, and 57.2 % At-Risk. Historically, this combination of percentages increases the likelihood of challenges in reaching state-implemented academic standards. Root Cause: Lack of effective interventions in developmental years.</p>
Student Learning
<p>Problem Statement 1: Preliminary Campus Rating of "F" for the 2022-2023 Accountability year. Root Cause: Lack of campus-wide rigor and consistent implementation of research based instructional practices</p>
<p>Problem Statement 2: All EOC "Meets" Scores fell below 70% in all sub groups areas. Root Cause: Lack of a process for students and teachers to be aware of student academic progress and areas in need of growth.</p>

Goal 4: Improve low performing schools

Performance Objective 4: Biology: Increase the Masters level scores from 23% to 30% on the Spring 2024 STAAR EOC by reviewing assessment data of All students as well as students identified as African American, Hispanic, economically disadvantaged and receiving special education services.

Evaluation Data Sources: State standardized assessment results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Subs/tutoring for interventions Strategy's Expected Result/Impact: Job descriptions, student logs, tutor time-sheets, sub rosters, and state assessment results Staff Responsible for Monitoring: Campus Administration, Campus Instructional Leader, Teachers</p> <p>- TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1, 2 - Student Learning 1, 2 Funding Sources: tutoring and subs - Title 1 Part A - 211.11.6118.67.001.3.30.000 - \$2,500</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: EOC Boot Camps Strategy's Expected Result/Impact: State assessment results, Sub rosters, student and teacher schedules Staff Responsible for Monitoring: Campus Administration, Campus Instructional Leaders, Teachers</p> <p>- TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1, 2 - Student Learning 1, 2 Funding Sources: supplies - Title 1 Part A - 211.11.6399.00.001.3.30.000 - \$5,106, subs - SCE</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Buy educational technology and supplemental instructional materials blended for differentiated instruction, and interventions for at-risk students and students with disabilities. Strategy's Expected Result/Impact: State assessment results, student and teacher, schedules, payroll ledger, and contracts. Staff Responsible for Monitoring: Administrators CILs</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 Funding Sources: supplies - Title 1 Part A - 211.11.6399.00.001.3.30.000 - \$5,000</p>	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: 49% of our student population are identified as students with special needs (SPED, 504, ELL) and based on EOC scores these students need additional support in the four core areas. **Root Cause:** High rate of mobility (200 - 19.8%) and consistently providing in class support.

Problem Statement 2: The student population consists of: 31.7% African American, 37.5% Hispanic, 66.8% Economically Disadvantaged, and 57.2 % At-Risk. Historically, this combination of percentages increases the likelihood of challenges in reaching state-implemented academic standards. **Root Cause:** Lack of effective interventions in developmental years.

Student Learning





Problem Statement 1: Preliminary Campus Rating of "F" for the 2022-2023 Accountability year. **Root Cause:** Lack of campus-wide rigor and consistent implementation of research based instructional practices

Problem Statement 2: All EOC "Meets" Scores fell below 70% in all sub groups areas. **Root Cause:** Lack of a process for students and teachers to be aware of student academic progress and areas in need of growth.

Goal 4: Improve low performing schools

Performance Objective 5: Provide at least 2 campus family engagement activities by May of 2024.

Evaluation Data Sources: Family engagement activities, calendar, agendas, and audience.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy and compact. The policy and compact will be published on the school website.</p> <p>Strategy's Expected Result/Impact: Parental Involvement Policy, School-Home Compact, SBDM Minutes/Agenda/Sign-in Documentation, Campus Website</p> <p>Staff Responsible for Monitoring: Campus Administration, SBDM Committee</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: PFE Supplies - Title 1 Part A - 211.61.6399.00.001.3.30.215 - \$2,492, PFE snacks - Title 1 Part A - 211.61.6499.00.001.3.30.215 - \$400</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host parent involvement events throughout the year including an annual Title I meeting to go over Title I information, requirements, budget, expenditures, and program.</p> <p>Strategy's Expected Result/Impact: Agendas, Minutes, Sign-in Sheets, Evaluations for all parent involvement events</p> <p>Staff Responsible for Monitoring: Campus Administration, SBDM Committee</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: PFE supplies - Title 1 Part A, PFE Snacks - Title 1 Part A</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 5 Problem Statements:

Perceptions

Problem Statement 1: Less than 20% of the student population's family members participate in school activities. **Root Cause:** Majority of parents do not have flexibility to participate in school activities

Goal 4: Improve low performing schools

Performance Objective 6: Increase low performing sub-population performance by 5% on all EOC tests by May 2024.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted intervention and tutorials for sub-populations through small group tutoring and one-on-one before/after school tutoring as well as supplies such as paper etc.</p> <p>Strategy's Expected Result/Impact: State standardized assessment results, Tutoring documentation</p> <p>Staff Responsible for Monitoring: Campus Administration, Student Success Counselor, Teachers</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Tutoring - SCE - \$9,000, Blue Catchup busses - SCE - 199.34.6294.67.001.3.30.000 - \$2,500, Supplies - SCE - \$1,220</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Buy educational technology and supplemental instructional materials blended for differentiated instruction, and interventions for at-risk students and students with disabilities.</p> <p>Strategy's Expected Result/Impact: State Standardized Assessment results,</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Instructional Leaders, Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: supplies - SCE - \$4,101</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus Administration will conduct Power Walks with one day a week devoted to the process. Campus Administration will also participate in weekly PLC Meetings.</p> <p>Strategy's Expected Result/Impact: State standardized assessment results, Power Walk Data and Documentation, PLC Agendas, Minutes, and Sign-Ins</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: 49% of our student population are identified as students with special needs (SPED, 504, ELL) and based on EOC scores these students need additional support in the four core areas. **Root Cause:** High rate of mobility (200 - 19.8%) and consistently providing in class support.

Student Learning

Problem Statement 1: Preliminary Campus Rating of "F" for the 2022-2023 Accountability year. **Root Cause:** Lack of campus-wide rigor and consistent implementation of research based instructional practices

Problem Statement 2: All EOC "Meets" Scores fell below 70% in all sub groups areas. **Root Cause:** Lack of a process for students and teachers to be aware of student academic progress and areas in need of growth.

State Compensatory

Budget for Hirschi High

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Hirschi High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bryant, Mark	Teacher: 3 CAPS	0.375
Nash, Tommy	Teacher: 5 CAPS	0.625
Vacant		1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hedge, Tonisha	CIL-Math	School Wide	.125
McBroom, Elizabeth	CIL-ENG	School Wide	.125
Naylor, Henri	CIL-SS	School Wide	.125
Sayers, David	CIL-Science	School Wide	.125
Vacant	Aide: PACE	School Wide	1
Vacant	Instructional Aide	School Wide	1
Vacant	Instructional Aide	School Wide	1
Vacant	Interventionist	School Wide	1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Doug Albus	Principal
Non-classroom Professional	Katy Young	School Counselor
Classroom Teacher	James Arlington	LOTE Teacher
Classroom Teacher	Cindy Price	Science Teacher
Classroom Teacher	Henri Naylor	IB Coordinator
Community Representative	Alonzo Nelson	Community Rep.
District-level Professional	Shera Rasmussen	District ELA Curriculum Specialist
Parent	Sylvia Schnoebbe	Parent
Student	Isaiah Flores	Student Representative
Paraprofessional	Kaori Hickerson	Paraprofessional Representative
Diagnostician	Kathy Mickus	Diagnostician
Business Representative	Trevon Norman	Business Representative
Classroom Teacher	Shirley Bouquin	Fine Arts teacher

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	New Teacher Mentoring Program	211.11.6118.00.001.3.30.000	\$6,000.00
1	1	2	Campus after school PD stipend	211.13.6118.00.001.3.30.000	\$5,000.00
1	1	2	Subs - for EOC camps	211.11.6112.00.001.3.30.000	\$1,000.00
2	1	1			\$0.00
2	1	2	Tutoring	211.11.6118.67.001.3.30.000	\$2,500.00
2	1	2	After school bussing for tutoring	211.34.6294.67.001.3.30.000	\$1,000.00
2	1	2	No Red Ink	199.E.11.6397.00.001.3.30.000	\$8,200.00
2	1	3	No Red Ink	211.11.6248.00.001.0.30.000	\$8,200.00
2	1	3	Newsela	211.11.6248.00.001.3.30.000	\$15,000.00
2	1	4	After school data meetings	211.11.6118.00.001.3.30.000	\$1,000.00
2	1	5			\$0.00
2	1	6	Aide Salary & Benefits		\$0.00
2	1	7	Supplies	211.00.6399.00.001.3.30.000	\$3,000.00
2	1	9	Subs		\$0.00
2	2	1			\$0.00
2	2	2	bussing for tutoring	211.34.6294.67.001.3.30.000	\$1,000.00
2	2	2	tutoring	211.11.6118.67.001.3.30.000	\$2,500.00
2	2	3			\$0.00
2	2	4	After school data meetings	211.11.6118.00.001.3.30.000	\$1,000.00
2	2	5			\$0.00
2	2	6			\$0.00
2	2	7	Supplies	211.11.6399.00.001.3.30.000	\$3,000.00
2	2	8	subs		\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4	After school data meetings		\$0.00

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	5			\$0.00
2	3	6			\$0.00
2	3	7	supplies	211.11.6399.00.001.3.30.000	\$3,000.00
3	1	2			\$0.00
3	1	6			\$0.00
4	3	1	tutoring and subs	211.11.6118.67.001.0.30.000	\$2,500.00
4	3	2	subs	211.11.6112.00.001.3.30.000	\$2,000.00
4	3	3	Technology		\$0.00
4	3	3	Supplies	211.11.6399.00.001.2.30.000	\$3,000.00
4	3	4			\$0.00
4	4	1	tutoring and subs	211.11.6118.67.001.3.30.000	\$2,500.00
4	4	2	supplies	211.11.6399.00.001.3.30.000	\$5,106.00
4	4	3	supplies	211.11.6399.00.001.3.30.000	\$5,000.00
4	5	1	PFE snacks	211.61.6499.00.001.3.30.215	\$400.00
4	5	1	PFE Supplies	211.61.6399.00.001.3.30.215	\$2,492.00
4	5	2	PFE supplies		\$0.00
4	5	2	PFE Snacks		\$0.00
Sub-Total					\$84,398.00
Budgeted Fund Source Amount					\$363,975.00
+/- Difference					\$279,577.00
Grand Total Budgeted					\$363,975.00
Grand Total Spent					\$84,398.00
+/- Difference					\$279,577.00

Addendums

2022-23 Title I Campus Budget

Hirschi High School Doug Albus

Estimated 2022-23 Title I Budget Allocation: \$278,319

Estimated Discretionary Funds: **\$85,656**

Total **\$363,975**

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
Personnel:									
211	11	6112	00	001	3	30	000	\$3,000	Substitutes
211	11	6118	67	001	3	30	000	\$10,000	Tutoring
211	11	6118	00	001	3	30	000	\$3,000	Teacher Extra Duty Stipend
211	13	6118	00	001	3	30	000	\$5,000	Teacher Extra Duty Stipend for PD
211	11	6119	00	001	3	30	000	\$278,319	Teacher Salaries, Stipends & Benefits
211	11	6129	00	001	3	30	000		Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	001	3	30	000		Region Esc Services
211	11	6248	00	001	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	001	3	30	000	\$23,000	On-line services: Oddyseyware (46 licenses)
211	11	6248	00	001	3	30	000	\$15,000	On-line services/Maint agreements News ELA
211	34	6294	67	001	3	30	000	\$2,000	Student busing for tutorials
211	11	6297	00	001	3	30	000		Printing
211	11	6299	00	001	3	30	000		Contracted Services - For Students
211	13	6299	00	001	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	001	3	30	000	\$2,000	Instructional Reading materials/books
211	11	6339	00	001	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	001	3	30	000		Technology
211	11	6396	00	001	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	001	3	30	000		Software/Licenses
211	11	6399	00	001	3	30	000	\$22,106	Instructional classroom supplies/materials
Travel:									
211	13	6411	00	114	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	114	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$363,975	
Remaining Funds to Allocate:								\$0	

Parent & Family Engagement (PFE):								\$3,132	
211	61	6239	00	001	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	001	3	30	215		PFE Contracted Services
211	61	6297	00	001	3	30	215		PFE Printing
211	61	6399	00	001	3	30	215	\$2,732	PFE Supplies
211	61	6411	00	001	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	001	3	30	215	\$400	PFE Snacks
TOTALS								\$3,132	
Remaining Funds to Allocate:								\$0	

Non-transferrable: Encumbered	Non-transferrable: Must remain in PFE
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Principal Signature: *Doug Albus*

Date: 8/18/2022