

Dallas Independent School District
016 South Oak Cliff High School
2022-2023 Campus Improvement Plan

Mission Statement

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We are committed to knowing every student by name and serving their social, emotional, and academic needs.

Vision

South Oak Cliff High School will be a premier campus that prepares SOCNation graduates for a lifetime of learning.

Value Statement

Our Main Purpose is to Improve Student Academic Achievement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

South Oak Cliff is an open enrollment high school located in southern Dallas Tx. Built in 1948, this 74 year old institution serves approximately 1,400 students ranging from grades 9-12. Of the 1,400 students, 330 participate in our collegiate program which the remaining being comprehensive students. 69% of our student population are African American, 29% Hispanic, with the remaining 2% designated as other. The aforementioned percentages have remained consistent the last 5 years. In regards to student population, 74% are At-Risk, 96% economically disadvantaged, 16.9% LEP, 13.7% SPED, with 6.6 percent identified as TAG. South Oak Cliff faces significant challenges as reflected by the large percentage of students living in poverty, as well, 68+ students enduring homeless implications. The school is currently a C school earning a state designation for improved academic performance although important to mention, prior to 2017-18, the school has bounced back and forth from being rated academically-acceptable and low-performing. The central student academic issue is reading comprehension which the identification of effective strategies and resources are administrative priorities. 80.9% of the school staff is African American, 4.5% Hispanic, 11.2% White, with the remaining denoted as other. In regards to teacher experience, 30.3% of the staff has 1 to 3 years of experience, 59.6% has more than 3 years of experience, with 14.6% possessing more than 20 years of experience. This data has remained consistent for the last 5 years although changes in staff is highly predictable. The community is highly involved civically and athletically; irregardless, improvement is needed in regards to attending school academic functions, providing home academic support, and attending PTA. The community is faced with poverty with a significant number of students being raised in one parent households and/or by grandparents/other. Crime rates are high as compared to other sectors of the city although school stakeholders provide support with ensuring students are provided needed resources.

(Data Source: PEIMS, MydataPortal, TEA)

Demographics Strengths

Although ELA is a focus content area, growth occurred in both English 1 & 2 as measured on state accountability (STAAR).

The campus received a TEA academic distinction as reflective of academic growth as measured on STAAR previously which shows potential once learning loss due to the pandemic is mitigated.

Top 25% Comparative Academic Growth 2017-2018 and 2018-2019, Top 25% Academic Achievement Mathematics 2018-2019, Top 25% Comparative Closing the Achievement Gap 2018-2019

The school's effectiveness index score improved 5.4 percentage points in 2018/2019 as compared to 2017/2018.

Out of school suspensions reduced by 285 placements in 2018/2019 as compared to 2017/2018.

Average student attendance rate maintained at 91.8% in 2019/2020 as compared to 2018/2019 which was right under the district's rate of 93.4%.

The percentage of first time grade 9 students on track to graduate increased 15.5% in 2018/2019 as compared to 2017/2018.

(Data Source: PEIMS, MydataPortal, TEA)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): English STAAR scores are significantly lower as compared to other content areas. **Root Cause:** Students struggle with reading comprehension skills, as indicated by the SRI scores.

Problem Statement 2: Enrollment data indicates a growing ELL population. Testing data indicates that 62%/65% of ELL students did not perform at even approaches level on the English I /II EOC assessment. **Root Cause:** Lack of ELL teacher training and inconsistent implementation of ELL strategies with each lesson.

Problem Statement 3 (Prioritized): A direct correlation exists between student ELA outcomes and teacher evaluation ratings. **Root Cause:** Professional development is needed to improve teacher efficacy.

Problem Statement 4 (Prioritized): Masters performance as measured on STAAR are significantly lower in all content areas due to learning loss as a result of COVID 19 pandemic. **Root Cause:** Student comprehension struggles in the 9th grade significantly affect cognitive demand needed to perform at the masters level.

Problem Statement 5 (Prioritized): The campus needs increased parent communication. **Root Cause:** Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.

Problem Statement 6 (Prioritized): Campus hosted minimum (7) parent engagement activities in 2021-22 school year. **Root Cause:** Campus increased parental programming (workshops from) prior year, but still need to find ways to fully engage parents.

Student Learning

Student Learning Summary

South Oak Cliff staff possess high expectations for student academic outcomes.

Student achievement decreased following the COVID-19 pandemic on the English I/II, Algebra I, Biology, and US. History EOCs.

2021 Fall ACP data indicates a decrease in student achievement in all content areas due to learning loss in relation to the COVID-19 pandemic.

(Data Source: PEIMS, MydataPortal, TEA)

Student Learning Strengths

Prior to pandemic campus scores indicated continuous growth.

South Oak cliff HS demonstrated improvement in every content area in regards to student academic performance.

Level 3 performance improved in 4/5 content areas.

Student outcomes offer evidence that instructional strategies, PD sessions, and student interventions were successful.

(Data Source: PEIMS, MydataPortal, TEA)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although improvement has occurred, both ELA 1&2 are significantly performing lower than district average. **Root Cause:** Students are entering SOC with significant academic deficits.

Problem Statement 2 (Prioritized): Students have significant learning loss in all academic areas. **Root Cause:** Students had very limited contact with teachers and other instructional resources for 3 semesters.

Problem Statement 3: Classroom teacher referrals have increased as compared to the previous year. **Root Cause:** Teachers need professional development regarding working with challenging students.

Problem Statement 4 (Prioritized): Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. **Root Cause:** Lack of consistency in the instructional program and lack of time to address learning gaps.

Problem Statement 5 (Prioritized): Data indicates that student achievement has decreased post pandemic. **Root Cause:** Lack of time to fully incorporate effective intervention with the curriculum.

Problem Statement 6 (Prioritized): Effective systems are not in place to improve campus discipline. **Root Cause:** Inconsistent implementation of disciplinary measures and inadequate systems

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessments

South Oak Cliff H.S implements the curriculum, year at a glance, and ACP blueprints provided by Dallas ISD to guide instruction. Teachers work in content teams to create curriculum maps to guide instruction each six weeks. The campus implements the backwards design to build instructional calendars, lessons, and units. The campus administers common assessments at the mid point and at the end of each six weeks. Instructional staff creates the mid six weeks common assessment and utilizes the district common assessment and ACP at the end of each six weeks and semester. The campus administers End of Course Assessments for English I, English II, Algebra I, Biology, and US Studies.

Professional Learning Community meetings are held within the school day for teachers that teach an EOC tested subject. EOC teachers are provided with a PLC period and planning period within the school day. PLCs meet 3 times per week and incorporate the following protocols: Look forward PLC, Look back PLC (Gap Analysis), and DDI. PLC are monitored on a daily basis by administrator, (Content appraiser) and Campus-based Instructional Coach and weekly by the principal. Teachers submit deliverables after each PLC.

School Organization & Context

Campus is mainly organized by departments. The grade levels are organized by teams, and departments by administrator. The master schedule indicates a daily advisory period that focuses on college readiness (AVID, SAT/ACT, SEL, Extra & Co-Curricular Activities) and student interest. The master schedule also cohort students by collegiate and NAF academies. The master schedule is arranged to provide students the opportunity to be enrolled in all advanced placement courses. The student/teacher ratio each period is 25 to 1 with the exception of courses such as Band and Physical Education. The campus also partners with parents and community members through PTSA, SBDM, and a unified NAF Advisory Board. Campus receives input from external stakeholders through monthly PTSA meetings, quarterly SBDM and NAF board meetings.

Technology

Campus inventory indicates that each classroom is equipped with a Trutouch/Promethean screen and a whiteboard. Tipweb indicates that each teacher is provided a laptop. The campus has eight CTE classrooms which can be used as computer labs, and one lab in the collegiate hall. Each lab has at least 25 computers. The campus is a 1 to 1 technology site.

Recruitment & Retention

Personnel: Campus recruits teachers through standard district job fairs and incorporates and allows staff to participate in the interview process. Campus also utilizes district Human Capital department for campus level job fairs to fill vacancies. Campus ensures leadership density through implementing a distributive leadership model and Campus Instruction Leadership team. New teachers participate in new teacher academy and are assigned mentors. New teacher academy provides professional development and support.

Additional Intervention

The master schedule has built-in intervention.

(Data Sources: TipWebit, Master Schedule, Dallas ISD Curriculum, Parent Surveys, Meeting Agendas & Sign-ins)

School Processes & Programs Strengths

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Additional Intervention

The master schedule has built-in intervention.

Students are provided academic support through after-school remediation and built-in interventions.

The Genius Club recognizes student Tier 3 performance (Meets and Masters) and provides incentives for students.

Additional Supports

We have a very strong SBDM which supports school decisions and initiatives.

The SBDM is comprised of community and staff members.

Tutoring is offered to students in all core areas twice per week for tested areas.

CILT (Campus Improvement Leadership Team) representatives support increased campus leadership density.

PLCs are conducted twice a week for core content teachers and once a week for elective teachers.

(Data Sources: TipWebit, Master Schedule, Dallas ISD Curriculum, Parent Surveys, Meeting Agendas & Sign-ins)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): SOC high school cannot expand CTE offerings. **Root Cause:** Because student participation numbers increased along with certification requirements, additional allocations are needed.

Problem Statement 2 (Prioritized): Classroom infractions and fighting incidents have increased as compared to the previous year. **Root Cause:** Inconsistent implementation of disciplinary measures and inadequate systems

Problem Statement 3 (Prioritized): Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. **Root Cause:** Lack of consistency in the instructional program and lack of time to address learning gaps.

Problem Statement 4 (Prioritized): Data indicates that student achievement has decreased post pandemic. **Root Cause:** Lack of time to fully incorporate effective intervention with the curriculum.

Problem Statement 5 (Prioritized): The campus needs increased parent communication. **Root Cause:** Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.

Problem Statement 6 (Prioritized): Campus hosted minimum (7) parent engagement activities in 2021-22 school year. **Root Cause:** Campus increased parental programming (workshops from) prior year, but still need to find ways to fully engage parents.

Problem Statement 7 (Prioritized): Effective systems are not in place to improve campus discipline. **Root Cause:** Inconsistent implementation of disciplinary measures and inadequate systems

Perceptions

Perceptions Summary

SOCHS strives to ensure that each student is offered appropriate instructional support and a positive climate.

We believe that all students can and will learn if offered effective support.

We desire that every student participates in an extracurricular activities to support an improved school culture and pride.

Perceptions Strengths

Positive responses in regards to Teacher/Principal trust indicate staff confidence in principal leadership.

The staff understands the importance of the school's key actions.

The staff believes that identified campus goals are appropriate for student improvement.

Responses indicate that the staff believes SOCHS has a college-bound culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Structures are not in place to support consistent student discipline. **Root Cause:** District policies are not designed to support removal of students for fighting infractions.

Problem Statement 2 (Prioritized): Effective systems are not in place to improve campus discipline. **Root Cause:** Inconsistent implementation of disciplinary measures and inadequate systems

Problem Statement 3 (Prioritized): Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. **Root Cause:** Lack of consistency in the instructional program and lack of time to address learning gaps.

Problem Statement 4 (Prioritized): Data indicates that student achievement has decreased post pandemic. **Root Cause:** Lack of time to fully incorporate effective intervention with the curriculum.

Problem Statement 5 (Prioritized): Campus hosted minimum (7) parent engagement activities in 2021-22 school year. **Root Cause:** Campus increased parental programming (workshops from) prior year, but still need to find ways to fully engage parents.

Problem Statement 6 (Prioritized): The campus needs increased parent communication. **Root Cause:** Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.

Priority Problem Statements

Problem Statement 1: English STAAR scores are significantly lower as compared to other content areas.

Root Cause 1: Students struggle with reading comprehension skills, as indicated by the SRI scores.

Problem Statement 1 Areas: Demographics

Problem Statement 6: Although improvement has occurred, both ELA 1&2 are significantly performing lower than district average.

Root Cause 6: Students are entering SOC with significant academic deficits.

Problem Statement 6 Areas: Student Learning

Problem Statement 11: SOC high school cannot expand CTE offerings.

Root Cause 11: Because student participation numbers increased along with certification requirements, additional allocations are needed.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 13: Structures are not in place to support consistent student discipline.

Root Cause 13: District policies are not designed to support removal of students for fighting infractions.

Problem Statement 13 Areas: Perceptions

Problem Statement 7: Students have significant learning loss in all academic areas.

Root Cause 7: Students had very limited contact with teachers and other instructional resources for 3 semesters.

Problem Statement 7 Areas: Student Learning

Problem Statement 10: Effective systems are not in place to improve campus discipline.

Root Cause 10: Inconsistent implementation of disciplinary measures and inadequate systems

Problem Statement 10 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 12: Classroom infractions and fighting incidents have increased as compared to the previous year.

Root Cause 12: Inconsistent implementation of disciplinary measures and inadequate systems

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 2: A direct correlation exists between student ELA outcomes and teacher evaluation ratings.

Root Cause 2: Professional development is needed to improve teacher efficacy.

Problem Statement 2 Areas: Demographics

Problem Statement 8: Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC.

Root Cause 8: Lack of consistency in the instructional program and lack of time to address learning gaps.

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

Problem Statement 3: Masters performance as measured on STAAR are significantly lower in all content areas due to learning loss as a result of COVID 19 pandemic.

Root Cause 3: Student comprehension struggles in the 9th grade significantly affect cognitive demand needed to perform at the masters level.

Problem Statement 3 Areas: Demographics

Problem Statement 9: Data indicates that student achievement has decreased post pandemic.

Root Cause 9: Lack of time to fully incorporate effective intervention with the curriculum.

Problem Statement 9 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: The campus needs increased parent communication.

Root Cause 4: Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.

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

Problem Statement 5: Campus hosted minimum (7) parent engagement activities in 2021-22 school year.

Root Cause 5: Campus increased parental programming (workshops from) prior year, but still need to find ways to fully engage parents.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- 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
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

- Running Records results
- Observation Survey results
- State-developed online interim assessments
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Enrollment trends

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
- TTESS 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

Goals

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

Performance Objective 1: By September 2022, the campus will improve the quality of instruction and increase student achievement (Domain 1) through effective and purposeful lesson planning.





High Priority

HB3 Goal

Evaluation Data Sources: Daily DOLs, Weekly Power DOLs, District Six Weeks Assessment, Aggressive Monitoring Charts, Spot Observation Data

Strategy 1 Details	Reviews			
<p>Strategy 1: During PLCs and PD, CICs will model specific instructional strategies to assist state certified teachers in providing more rigorous instruction, increased student engagement, and demonstrate effective questioning for higher-level thinking skills. PLCs for all grade levels will facilitate the study of data and best practices in instruction using Look Forward and Look Back protocols aligned to Bambrick's model of teaching and learning.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in STAAR scores, ACP scores, AP scores, and common assessments Aligned instruction Increased student engagement Implementation of lesson cycle Improvements in data tracking</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, CICs</p> <p>- TEA Priorities: 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</p> <p>Problem Statements: Demographics 1, 3, 4 - Student Learning 1, 2, 4, 5 - School Processes & Programs 2, 3, 4 - Perceptions 3, 4</p> <p>Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-016-2-30 - \$50,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase and provide professional development, technology (Surface Chromes, Ipads, head microphone sets, cd players) and other instructional items/general supplies, as needed. Examples include but are not limited to: paper; ink; chart paper/chart holders; office supplies; assessment programs and materials; reading/math/science/social studies/art/music/RTV/gym supplies and grade level materials; chairs/tables for PD etc., to improve the quality of teaching and learning for teachers and students and to inform stakeholders about progress and instruction at South Oak Cliff HS.</p> <p>Strategy's Expected Result/Impact: Improved student achievement; STAAR scores, ACP scores, AP scores, benchmark test, mitigation of learning loss due to COVID 19</p> <p>Staff Responsible for Monitoring: Campus Coordinator, CICs</p> <p>- 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</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 4, 5 - School Processes & Programs 3, 4 - Perceptions 3, 4</p> <p>Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-016-2-30 - \$40,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: State certified teachers will utilize technology such as Google, Blended Learning Techniques, All in Learning, and other technological ideas to improve instruction.</p> <p>Strategy's Expected Result/Impact: Improved student performance</p> <p>Staff Responsible for Monitoring: Principal APs CICs</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3, 4 - Student Learning 1, 2, 4, 5 - School Processes & Programs 3, 4 - Perceptions 3, 4</p> <p>Funding Sources: - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: To improve instruction, campus will fund three campus-based instructional coaches that will support English, Social Studies, Math, and Science and one campus coordinator and Teacher Assistant to support the campus. Strategy's Expected Result/Impact: Improved student achievement; STAAR scores, ACP scores, AP scores, benchmark test, mitigation of learning loss due to COVID 19 Staff Responsible for Monitoring: Principal Office Manager - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 3, 4, 5, 6 - Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 3, 4, 5, 6 - Perceptions 3, 4, 5, 6 Funding Sources: 3 CICs, 1 Campus Coordinator, 1 Teacher Assistant - 211 - Title I, Part A - 211-13-6119-WX-016-2-30 - \$347,000		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: English STAAR scores are significantly lower as compared to other content areas. Root Cause: Students struggle with reading comprehension skills, as indicated by the SRI scores. Problem Statement 3: A direct correlation exists between student ELA outcomes and teacher evaluation ratings. Root Cause: Professional development is needed to improve teacher efficacy. Problem Statement 4: Masters performance as measured on STAAR are significantly lower in all content areas due to learning loss as a result of COVID 19 pandemic. Root Cause: Student comprehension struggles in the 9th grade significantly affect cognitive demand needed to perform at the masters level. Problem Statement 5: The campus needs increased parent communication. Root Cause: Campus has failed to meet programming needs of the campus to focus on engaging parents and community members. Problem Statement 6: Campus hosted minimum (7) parent engagement activities in 2021-22 school year. Root Cause: Campus increased parental programming (workshops from) prior year, but still need to find ways to fully engage parents.
Student Learning
Problem Statement 1: Although improvement has occurred, both ELA 1&2 are significantly performing lower than district average. Root Cause: Students are entering SOC with significant academic deficits. Problem Statement 2: Students have significant learning loss in all academic areas. Root Cause: Students had very limited contact with teachers and other instructional resources for 3 semesters.

Student Learning

Problem Statement 4: Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. **Root Cause:** Lack of consistency in the instructional program and lack of time to address learning gaps.

Problem Statement 5: Data indicates that student achievement has decreased post pandemic. **Root Cause:** Lack of time to fully incorporate effective intervention with the curriculum.

School Processes & Programs

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Perceptions

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Problem Statement 4: Data indicates that student achievement has decreased post pandemic. **Root Cause:** Lack of time to fully incorporate effective intervention with the curriculum.

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Problem Statement 6: The campus needs increased parent communication. **Root Cause:** Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

Performance Objective 2: A minimum of 25% of students will perform at the Meets/Mastery level in all subjects on the December ACP and 50% on the May STAAR assessment.

High Priority

HB3 Goal

Evaluation Data Sources: Daily DOLs, Weekly Power DOLs, District Six Weeks Assessment, Aggressive Monitoring Charts, ACPs, STAAR

Strategy 1 Details	Reviews			
Strategy 1: PD will be provided around unpacking SEs and the use of curricular blueprints. This PD will be facilitated through campus, district, and/or conferences. Strategy's Expected Result/Impact: Improved student/ teacher performance Staff Responsible for Monitoring: Principal CICs APs - TEA Priorities: Recruit, support, retain teachers and principals, 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 Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 4, 5 - School Processes & Programs 3, 4 - Perceptions 3, 4 Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-016-2-30 - \$50,000, - 282 - ESSER III (ARP) - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: A direct correlation exists between student ELA outcomes and teacher evaluation ratings. Root Cause: Professional development is needed to improve teacher efficacy.</p> <p>Problem Statement 4: Masters performance as measured on STAAR are significantly lower in all content areas due to learning loss as a result of COVID 19 pandemic. Root Cause: Student comprehension struggles in the 9th grade significantly affect cognitive demand needed to perform a the masters level.</p>

Student Learning

Problem Statement 1: Although improvement has occurred, both ELA 1&2 are significantly performing lower than district average. **Root Cause:** Students are entering SOC with significant academic deficits.

Problem Statement 2: Students have significant learning loss in all academic areas. **Root Cause:** Students had very limited contact with teachers and other instructional resources for 3 semesters.

Problem Statement 4: Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. **Root Cause:** Lack of consistency in the instructional program and lack of time to address learning gaps.

Problem Statement 5: Data indicates that student achievement has decreased post pandemic. **Root Cause:** Lack of time to fully incorporate effective intervention with the curriculum.

School Processes & Programs

Problem Statement 3: Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. **Root Cause:** Lack of consistency in the instructional program and lack of time to address learning gaps.

Problem Statement 4: Data indicates that student achievement has decreased post pandemic. **Root Cause:** Lack of time to fully incorporate effective intervention with the curriculum.

Perceptions

Problem Statement 3: Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. **Root Cause:** Lack of consistency in the instructional program and lack of time to address learning gaps.

Problem Statement 4: Data indicates that student achievement has decreased post pandemic. **Root Cause:** Lack of time to fully incorporate effective intervention with the curriculum.

Goal 2: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 1: Increase awareness and improve preparation of CCMR by offering programs connected to their interests.

High Priority

HB3 Goal

Evaluation Data Sources: TSI

ASVAB

AP courses

AVID

Strategy 1 Details	Reviews			
Strategy 1: Connect high school students to career and college opportunities. Strategy's Expected Result/Impact: Improved retention and success post-secondary, graduation with more certifications Staff Responsible for Monitoring: Principal Campus Coordinators APs CICs Counselors Teachers Staff - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 2, 5 - School Processes & Programs 1, 4 - Perceptions 4 Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-016-2-30 - \$10,000, - 282 - ESSER III (ARP) - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Host parent conference nights throughout the school year for parents and community regarding parent applications, scholarships, resources, and take home tips to support improved academic performance Strategy's Expected Result/Impact: Increased parental involvement Increased passing rates on local and state assessments Improved attendance rates Staff Responsible for Monitoring: Principal Campus Coordinators APs CICs Counselors Community Liaison Teachers Staff - 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 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 5, 6 - School Processes & Programs 5, 6 - Perceptions 5, 6 Funding Sources: - 282 - ESSER III (ARP) - \$2,000, - 199 - General Operating - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Recruit, support, and retain teachers and principals Strategy's Expected Result/Impact: Increased principal/teacher retention Increased number of dual-credit credentialed teachers Staff Responsible for Monitoring: Principal Campus Coordinator APs CICs Office Manager - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 3 - Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4, 7 - Perceptions 2, 3, 4 Funding Sources: - 211 - Title I, Part A - \$10,000, - 199 - General Operating - \$5,000, - 282 - ESSER III (ARP) - \$4,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Provide AVID courses to implement strategies that will assist students in being successful in college. Strategy's Expected Result/Impact: A campus-wide plan for implementing AVID WICOR strategies; students will be able to effectively implement the strategies; increased campus CCMR score; increased number of college/career-ready students Staff Responsible for Monitoring: Principal AVID Coordinators APs CICs Teachers Staff - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 3, 4 - Student Learning 1, 2, 4, 5 - School Processes & Programs 3, 4 - Perceptions 3, 4		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Campus will implement AVID WICOR strategies and Common Instructional Framework to prepare students for college. Strategy's Expected Result/Impact: Increased number of proficient or above teachers Improved student achievement by increasing masters on EOC assessments. Staff Responsible for Monitoring: Principal APs CICs Teachers AVID team - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 1, 2, 4, 5 - School Processes & Programs 3, 4 - Perceptions 3, 4		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: To mitigate learning loss, campus will provide ACT,SAT, TSIA preparation sessions for students grades 9-12. Strategy's Expected Result/Impact: Increase the number of students that are college and career ready to 70%. Staff Responsible for Monitoring: Principal AVID Coordinators APs CICs Teachers Staff - 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 Problem Statements: Demographics 4 - Student Learning 1, 2, 4, 5 - School Processes & Programs 3, 4 - Perceptions 3, 4		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: Campus will provide teachers with AP/Honors training to improve instruction and student performance. Strategy's Expected Result/Impact: Improve student scores on SAT,ACT, TSIA and on Advanced Placement assessments. Staff Responsible for Monitoring: Principal Campus Coordinators APs CICs - 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 Problem Statements: Demographics 1, 3, 4 - Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 3, 4 - Perceptions 3, 4		Formative			Summative
		Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
Strategy 8: Campus will incorporate college visits and industry guest in the classroom to connect college and careers to student learning. Strategy's Expected Result/Impact: Increased student success post-secondary Increased student achievement Increased student engagement Staff Responsible for Monitoring: Principal APs Counselors Community Liaison - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 5 - Student Learning 2, 5 - School Processes & Programs 1, 4, 5 - Perceptions 4, 6		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: English STAAR scores are significantly lower as compared to other content areas. Root Cause: Students struggle with reading comprehension skills, as indicated by the SRI scores. Problem Statement 3: A direct correlation exists between student ELA outcomes and teacher evaluation ratings. Root Cause: Professional development is needed to improve teacher efficacy. Problem Statement 4: Masters performance as measured on STAAR are significantly lower in all content areas due to learning loss as a result of COVID 19 pandemic. Root Cause: Student comprehension struggles in the 9th grade significantly affect cognitive demand needed to perform at the masters level. Problem Statement 5: The campus needs increased parent communication. Root Cause: Campus has failed to meet programming needs of the campus to focus on engaging parents and community members. Problem Statement 6: Campus hosted minimum (7) parent engagement activities in 2021-22 school year. Root Cause: Campus increased parental programming (workshops from) prior year, but still need to find ways to fully engage parents.
Student Learning
Problem Statement 1: Although improvement has occurred, both ELA 1&2 are significantly performing lower than district average. Root Cause: Students are entering SOC with significant academic deficits. Problem Statement 2: Students have significant learning loss in all academic areas. Root Cause: Students had very limited contact with teachers and other instructional resources for 3 semesters. Problem Statement 4: Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. Root Cause: Lack of consistency in the instructional program and lack of time to address learning gaps.

Student Learning	
Problem Statement 5: Data indicates that student achievement has decreased post pandemic. Root Cause: Lack of time to fully incorporate effective intervention with the curriculum.	
Problem Statement 6: Effective systems are not in place to improve campus discipline. Root Cause: Inconsistent implementation of disciplinary measures and inadequate systems	
School Processes & Programs	
Problem Statement 1: SOC high school cannot expand CTE offerings. Root Cause: Because student participation numbers increased along with certification requirements, additional allocations are needed.	
Problem Statement 2: Classroom infractions and fighting incidents have increased as compared to the previous year. Root Cause: Inconsistent implementation of disciplinary measures and inadequate systems	
Problem Statement 3: Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. Root Cause: Lack of consistency in the instructional program and lack of time to address learning gaps.	
Problem Statement 4: Data indicates that student achievement has decreased post pandemic. Root Cause: Lack of time to fully incorporate effective intervention with the curriculum.	
Problem Statement 5: The campus needs increased parent communication. Root Cause: Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.	
Problem Statement 6: Campus hosted minimum (7) parent engagement activities in 2021-22 school year. Root Cause: Campus increased parental programming (workshops from) prior year, but still need to find ways to fully engage parents.	
Problem Statement 7: Effective systems are not in place to improve campus discipline. Root Cause: Inconsistent implementation of disciplinary measures and inadequate systems	
Perceptions	
Problem Statement 2: Effective systems are not in place to improve campus discipline. Root Cause: Inconsistent implementation of disciplinary measures and inadequate systems	
Problem Statement 3: Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. Root Cause: Lack of consistency in the instructional program and lack of time to address learning gaps.	
Problem Statement 4: Data indicates that student achievement has decreased post pandemic. Root Cause: Lack of time to fully incorporate effective intervention with the curriculum.	
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Problem Statement 6: The campus needs increased parent communication. Root Cause: Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.	

Goal 2: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 2: Students will complete a high school diploma and an Associate's Degree in the Collegiate Academy or CTE certification.

High Priority

HB3 Goal

Evaluation Data Sources: SAT/ACT Data





TSI Data

ASVAB

AP Courses

Certifications

Strategy 1 Details	Reviews			
Strategy 1: Campus will develop system for monitoring that students receive industry certifications through collegiate and CTE courses. Strategy's Expected Result/Impact: Substantial percentage of seniors will acquire an industry certification by graduation. Staff Responsible for Monitoring: Principal APs CICs CTE teachers Collegiate personnel - TEA Priorities: 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 Problem Statements: Demographics 5 - Student Learning 2, 5 - School Processes & Programs 1, 4, 5 - Perceptions 4, 6	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: The campus needs increased parent communication. Root Cause: Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.

Student Learning

Problem Statement 2: Students have significant learning loss in all academic areas. **Root Cause:** Students had very limited contact with teachers and other instructional resources for 3 semesters.

Problem Statement 5: Data indicates that student achievement has decreased post pandemic. **Root Cause:** Lack of time to fully incorporate effective intervention with the curriculum.

School Processes & Programs

Problem Statement 1: SOC high school cannot expand CTE offerings. **Root Cause:** Because student participation numbers increased along with certification requirements, additional allocations are needed.

Problem Statement 4: Data indicates that student achievement has decreased post pandemic. **Root Cause:** Lack of time to fully incorporate effective intervention with the curriculum.

Problem Statement 5: The campus needs increased parent communication. **Root Cause:** Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.

Perceptions

Problem Statement 4: Data indicates that student achievement has decreased post pandemic. **Root Cause:** Lack of time to fully incorporate effective intervention with the curriculum.

Problem Statement 6: The campus needs increased parent communication. **Root Cause:** Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.

Goal 3: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

Performance Objective 1: Students enrollment in extracurricular/cocurricular activities will increase substantially.





High Priority

HB3 Goal

Evaluation Data Sources: Attendance rosters
Daily Agendas/Advisory Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Students will be automatically placed in extracurricular or cocurricular activities during advisory classes based upon pre-chosen interests. Strategy's Expected Result/Impact: Substantial increase of enrollment in extracurricular/cocurricular activities Staff Responsible for Monitoring: Principal APs CICs Counselors Teachers Staff - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 2, 5, 6 - School Processes & Programs 4, 7 - Perceptions 2, 4 Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-016-2-30 - \$5,000, - 282 - ESSER III (ARP) - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will incorporate daily advisory period to focus on social emotional learning, college readiness, and mitigating learning loss to include suicide prevention, conflict resolution, discipline management, violence prevention and intervention, harassment and dating violence prevention, and bullying.</p> <p>Strategy's Expected Result/Impact: Mitigate learning loss by recovering skills missed during the COVID-19 pandemic.</p> <p>Staff Responsible for Monitoring: Principal APs CICs Counselors Teachers Staff</p> <p>- 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 5 - Student Learning 2, 5, 6 - School Processes & Programs 2, 4, 5, 7 - Perceptions 2, 4, 6</p> <p>Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-016-2-30 - \$4,000, - 282 - ESSER III (ARP) - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will increase student engagement by providing students a voice through student council.</p> <p>Strategy's Expected Result/Impact: Help to increase student involvement beyond 80%.</p> <p>Staff Responsible for Monitoring: Principal APs Counselors Student Government/Counsel Sponsor</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 5, 6 - School Processes & Programs 2, 4, 7 - Perceptions 2, 4</p> <p>Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-016-2-30 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Campus will host transition camp for incoming 9th grade students and parents. Strategy's Expected Result/Impact: Ensure that 9th graders have a successful transition into high school. Staff Responsible for Monitoring: Principal APs CICs Counselors Community Liaison CILT Representatives Staff - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 4, 5 - Student Learning 1, 2, 5 - School Processes & Programs 4, 5 - Perceptions 4, 6 Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-016-2-30 - \$50,000, - 282 - ESSER III (ARP) - \$15,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Campus will incentivize and incorporate celebrations to encourage students in academic achievement and attendance. Strategy's Expected Result/Impact: Increased student achievement, attendance, and student engagement Staff Responsible for Monitoring: Principal APs CICs Counselors Community Liaison Teachers Staff - TEA Priorities: 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 4, 5, 6 - School Processes & Programs 3, 4, 7 - Perceptions 2, 3, 4 Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-016-2-30 - \$50,000, - 282 - ESSER III (ARP) - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: English STAAR scores are significantly lower as compared to other content areas. Root Cause: Students struggle with reading comprehension skills, as indicated by the SRI scores.
Problem Statement 4: Masters performance as measured on STAAR are significantly lower in all content areas due to learning loss as a result of COVID 19 pandemic. Root Cause: Student comprehension struggles in the 9th grade significantly affect cognitive demand needed to perform at the masters level.
Problem Statement 5: The campus needs increased parent communication. Root Cause: Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.
Student Learning
Problem Statement 1: Although improvement has occurred, both ELA 1&2 are significantly performing lower than district average. Root Cause: Students are entering SOC with significant academic deficits.
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Problem Statement 5: Data indicates that student achievement has decreased post pandemic. Root Cause: Lack of time to fully incorporate effective intervention with the curriculum.
Problem Statement 6: Effective systems are not in place to improve campus discipline. Root Cause: Inconsistent implementation of disciplinary measures and inadequate systems
School Processes & Programs
Problem Statement 2: Classroom infractions and fighting incidents have increased as compared to the previous year. Root Cause: Inconsistent implementation of disciplinary measures and inadequate systems
Problem Statement 3: Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. Root Cause: Lack of consistency in the instructional program and lack of time to address learning gaps.
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Perceptions
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Problem Statement 4: Data indicates that student achievement has decreased post pandemic. Root Cause: Lack of time to fully incorporate effective intervention with the curriculum.

Perceptions
Problem Statement 6: The campus needs increased parent communication. Root Cause: Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.

Goal 4: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 1: Increase parent engagement by collaborating through meaningful dialogue, parent centered programs, and participation in activities.

High Priority

HB3 Goal

Evaluation Data Sources: Parent Sign Ins

Meeting Agendas

Parent Participation

Surveys

Weekly Communications

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will host a series of "Coffee & Dialogue" or "Donuts & Dialogue" with the principal to dialogue with parents and community members at various times and days to ensure availability to stakeholders.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement/involvement</p> <p>Staff Responsible for Monitoring: Principal Campus Coordinators Community Liaison APs CICs Office Manager</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 5, 6 - Student Learning 5 - School Processes & Programs 4, 5, 6 - Perceptions 4, 5, 6</p> <p>Funding Sources: - 211 - Title I, Part A - \$2,000, - 199 - General Operating - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Campus will host a series of parent workshop to educate parents on college and career readiness at various times and days to ensure availability to stakeholders. Strategy's Expected Result/Impact: Increased parent engagement/involvement Increased parent academic awareness Staff Responsible for Monitoring: Principal APs CICs Counselors Community Liaison Office Manager Campus Coordinator - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 5, 6 - School Processes & Programs 5, 6 - Perceptions 5, 6 Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-016-2-30 - \$4,000, - 282 - ESSER III (ARP) - \$5,000, - 199 - General Operating - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus will host SBDM and Parent meetings to establish and distribute parent and family policy for the campus at various times and days to ensure availability to stakeholders. Strategy's Expected Result/Impact: Increased parent engagement/involvement Increased parent academic awareness Staff Responsible for Monitoring: Principal APs CICs Counselors Community Liaison Office Manager Campus Coordinator - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 5, 6 - School Processes & Programs 5, 6 - Perceptions 5, 6 Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-016-2-30 - \$2,000, - 199 - General Operating - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Campus will fund a community liaison to assist in increasing parent, community, and industry involvement. Strategy's Expected Result/Impact: Improved partnerships Increased parental involvement/engagement Increased resources Staff Responsible for Monitoring: Principal Campus Coordinator Office Manager - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 5, 6 - School Processes & Programs 5, 6 - Perceptions 5, 6 Funding Sources: - 211 - Title I, Part A - 211-61-6129-00-016-2-30 - \$67,000	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: The campus needs increased parent communication. Root Cause: Campus has failed to meet programming needs of the campus to focus on engaging parents and community members. Problem Statement 6: Campus hosted minimum (7) parent engagement activities in 2021-22 school year. Root Cause: Campus increased parental programming (workshops from) prior year, but still need to find ways to fully engage parents.
Student Learning
Problem Statement 5: Data indicates that student achievement has decreased post pandemic. Root Cause: Lack of time to fully incorporate effective intervention with the curriculum.
School Processes & Programs
Problem Statement 4: Data indicates that student achievement has decreased post pandemic. Root Cause: Lack of time to fully incorporate effective intervention with the curriculum. Problem Statement 5: The campus needs increased parent communication. Root Cause: Campus has failed to meet programming needs of the campus to focus on engaging parents and community members. Problem Statement 6: Campus hosted minimum (7) parent engagement activities in 2021-22 school year. Root Cause: Campus increased parental programming (workshops from) prior year, but still need to find ways to fully engage parents.
Perceptions
Problem Statement 4: Data indicates that student achievement has decreased post pandemic. Root Cause: Lack of time to fully incorporate effective intervention with the curriculum.

Perceptions
<p>Problem Statement 5: Campus hosted minimum (7) parent engagement activities in 2021-22 school year. Root Cause: Campus increased parental programming (workshops from) prior year, but still need to find ways to fully engage parents.</p> <p>Problem Statement 6: The campus needs increased parent communication. Root Cause: Campus has failed to meet programming needs of the campus to focus on engaging parents and community members.</p>

Goal 5: The instructional staff will use strategies, resources, and materials within the classroom that will address mitigating learning loss and respond to the COVID- 19 pandemic, including its impact on the social, mental health, and academic needs of the students.

Performance Objective 1: Decrease learning loss caused by the effects of COVID-19 by at least 50%

High Priority

HB3 Goal





Evaluation Data Sources: Daily DOLs

Common Assessments

District Assessments (ACP)

STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase resources and materials to supplement the concepts covered within the lesson to assist in addressing the learning loss/gap in response to the COVID- 19 pandemic, including its impact on the social , mental health, and academic needs of the students.</p> <p>Strategy's Expected Result/Impact: Improvement in classroom performance and test scores Improvement in attendance</p> <p>Staff Responsible for Monitoring: Principal APs Campus Coordinator CICs Office Manager</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3, 4 - Student Learning 1, 2, 4, 5 - School Processes & Programs 3, 4 - Perceptions 3, 4</p> <p>Funding Sources: - 282 - ESSER III (ARP) - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase general supplies and technology (i. e. computers, calculators, pencils, paper, etc.) to assist in addressing the learning loss/gap due to the COVID- 19 pandemic, including its impact on the social, mental health, and academic needs of the students.</p> <p>Strategy's Expected Result/Impact: Improvement in classroom performance and test scores Improvement in attendance</p> <p>Staff Responsible for Monitoring: Principal APs Campus Coordinator CICs Office Manager</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3, 4 - Student Learning 1, 2, 4, 5 - School Processes & Programs 3, 4 - Perceptions 3, 4</p> <p>Funding Sources: - 282 - ESSER III (ARP) - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase awards to reward student academic achievement (i.e metals, awards, certificates, and trophies, etc.) in response to the COVID- 19 pandemic to address mitigating learning loss, including its impact on the social, mental health, and academic needs of the students.</p> <p>Strategy's Expected Result/Impact: Improvement in classroom performance and test scores Improvement in attendance</p> <p>Staff Responsible for Monitoring: Principal APs Campus Coordinator CICs Office Manager</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3, 4 - Student Learning 1, 2, 4, 5 - School Processes & Programs 3, 4 - Perceptions 3, 4</p> <p>Funding Sources: - 282 - ESSER III (ARP) - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: English STAAR scores are significantly lower as compared to other content areas. Root Cause: Students struggle with reading comprehension skills, as indicated by the SRI scores.</p> <p>Problem Statement 3: A direct correlation exists between student ELA outcomes and teacher evaluation ratings. Root Cause: Professional development is needed to improve teacher efficacy.</p> <p>Problem Statement 4: Masters performance as measured on STAAR are significantly lower in all content areas due to learning loss as a result of COVID 19 pandemic. Root Cause: Student comprehension struggles in the 9th grade significantly affect cognitive demand needed to perform at the masters level.</p>
Student Learning
<p>Problem Statement 1: Although improvement has occurred, both ELA 1&2 are significantly performing lower than district average. Root Cause: Students are entering SOC with significant academic deficits.</p> <p>Problem Statement 2: Students have significant learning loss in all academic areas. Root Cause: Students had very limited contact with teachers and other instructional resources for 3 semesters.</p> <p>Problem Statement 4: Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. Root Cause: Lack of consistency in the instructional program and lack of time to address learning gaps.</p> <p>Problem Statement 5: Data indicates that student achievement has decreased post pandemic. Root Cause: Lack of time to fully incorporate effective intervention with the curriculum.</p>
School Processes & Programs
<p>Problem Statement 3: Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. Root Cause: Lack of consistency in the instructional program and lack of time to address learning gaps.</p> <p>Problem Statement 4: Data indicates that student achievement has decreased post pandemic. Root Cause: Lack of time to fully incorporate effective intervention with the curriculum.</p>
Perceptions
<p>Problem Statement 3: Data indicates that students are not achieving Meets or Mastery levels on the English I, English II, Algebra I, and Biology EOC. Root Cause: Lack of consistency in the instructional program and lack of time to address learning gaps.</p> <p>Problem Statement 4: Data indicates that student achievement has decreased post pandemic. Root Cause: Lack of time to fully incorporate effective intervention with the curriculum.</p>