

Dallas Independent School District

025 Skyline High School

2023-2024 Improvement Plan

Accountability Rating: C



Mission Statement

As America's first Magnet High School, we are building a **legacy of leaders by** graduating every scholar, college, career or military strong.

Vision

Skyline will be the **Premier** Career Development Center in the Nation

Value Statement

We will build a culture of excellence by embracing these values:

Trust

United Teamwork

Growth Mindset

Compassion

Motto:

Skyline: Raiders in Pursuit of Excellence...Let's Go Get It!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Campus Needs Assessment for 2023-24 was developed using eight committees: Family & Community Engagement, Curriculum, Technology, Staff Quality, School Context and Organization, Demographics, Student Achievement, and Culture. Each committee provided research and data utilized in the development of the CIP. The CIP is developed to 1) describe how the campus will use Title I, Part A and other resources to implement; 2) demonstrate that the Schoolwide program contains sufficient resources and how they particularly address lowest-performing students; 3) identify the programs that have been consolidated and the amount each program contributes to the schoolwide pool. The information from those committees was then placed in the corresponding four categories of Demographics, Perceptions, Student Achievement, and Processes and Programs. The school then provided an overview of the process, development, and updated information for the CIP to an Executive Committee for further review in a CNA meeting. The Executive Committee then met in a subsequent meeting for the CIP, to include SBDM members, reviewed, made revisions and additions and completed the CIP working document.

Demographics

Demographics Summary

Skyline is a prominent academic institution that prepares students for college, career, and/or life with the support of administration and staff. Built in 1962, located at 7777 Forney Road, Skyline High School is a public magnet school in the Buckner Terrace area of Dallas, TX. It sits on approximately 73 acres and hosts students grades 9 through 12. The Buckner Terrace Community has a population of 19,565. 36% of the population is blue collar workers and have a median age of 30 years old. A considerable number of our students reside at Skyline Place apartments located across the street from the school. The community continues to grow and both English and Spanish are the dominant languages spoken in this community. Our community is diversified with students from mostly single-family households. Parent participation in student education is mostly championed by mothers. Most families are of Hispanic decent and African American decent. Most are from low-income families and Spanish is the language spoken by most families.

Enrollment at Skyline has fluctuated over the past four years but there has been an increase in the amount of African American students attending. Because of the COVID 19 Pandemic there has been an increase in the number of at-risk students. According to our Co-op department, and various students on campus, the student employment rate is about 70%. Skyline High School has a reported rate of 72.8% in Low Social Economic Status. Due to the social economic challenges faced by our students, working is a necessity for most students. The percentage of our students that have enrolled in Institutions of Higher Learning are 54% in 2019, 53% in 2018, and 53% in 2017. We have 705 students enrolled in our Talented and Gifted program, and a total of 999 students that take AP Courses. Nineteen of our students enlisted in the military last year.

Enrollment numbers for Skyline have fluctuated with the following statistics:

2019-2020: 4032
2020-2021: 3996
2021-2022: 3976
2022-2023: 4231

The ethnic groups and percentages represented at Skyline HS are as follows:

Hispanic: 78%
African American: 19%
White: 1.6%
2 or more races: 1.4%
American Indian: .1%
Asian: .2%
Pacific Islander: .1%

Our Attendance Percentages over the last 3 years is as follows

2017-2018 2018-2019 2019-2020

Campus 92.4 89.4 94.6

African American 90.7 85.9 93.5

Hispanic 93 90.5 94.9

SPED 89.4 88.3 94.8

Eco. Disadvantaged 92.8 90 94.8

ELL 90.9 87 93.7

Drop Out Rates 3.1% 2.6% 3.6%

Our student mobility rate percentages are as follows

2018-2019 2019-2020

African American 44 32

Hispanic 54 63

White 2 3

When students leave Skyline, they typically transfer to other schools within Dallas ISD, outside of Dallas ISD, and sometimes out of state (rare). Some students with disruptive behaviors/school code violations go to DAEP. Some students are being home schooled due to COVID-19 related issues and concerns. Some students are in foster care or are in the care of CPS. When this happens, they are more likely to withdraw and enroll at another campus due to living arrangements.

The universities and colleges in our community include Eastfield Community College, Cedar Valley community college, Southern Methodist University, Texas Women's University, and the University of North Texas. Students can interact with colleges and universities through the following:

- College fairs organized by the district
- College fairs organized by Skyline HS
- ASP (Academic Success Program)
- Skyline Dual credit students go through Eastfield Community College
- Skyline Early college students go through Eastfield Community College

Skyline has 435 team members which consists of 265 teachers. Typically, Skyline retains approximately 85% of its teachers. There is a need to retain 90% of our teachers from year to year. In the 2022-2023 school year, Skyline had 48 teachers with 0-3 years of experience. Based on the TEI Indices, 61% of Skyline's teachers are Proficient 1 or higher.

Data Sources: Campus Data Packets, School Profile, MyData Portal (ACP, EOC, TELPAS, MAP)

Demographics Strengths

Demographic Strengths:

- Connections to higher level education
- CCMR: Currently 90%; however, projected to exceed 93%
- Dual credit participation
- 61% of teachers are Proficient 1 or higher

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The graduation rate has decreased from 82% in 2021 to 77% in 2022. **Root Cause:** Declining student attendance, multiple course failures and lack of annual transcript degree audits prior to senior year.

Problem Statement 2 (Prioritized): Student attendance has declined from 90% in 2021 to 85% in 2022. **Root Cause:** Lack of accurate daily attendance taken by teachers, lack of accountability for students and parents, lack of engagement in classrooms.

Problem Statement 3: Need to improve African American students' EOC Meets performance from 11% in 2022 to 35% in 2024. **Root Cause:** Lack of resources, engagement, instructional initiatives and a disconnect from real-world instruction and classroom concepts/skills for AA students.

Problem Statement 4 (Prioritized): Need to increase recruitment of AA students by 10% in the CTE, NAF, ECHS, AP and Honors Programs. **Root Cause:** AA population in decreasing. AA students are going to charter schools.

Student Learning

Student Learning Summary

Skyline Career Development Center student performance on all state and local assessments for the 2022-2023 school year is listed below.

- STAAR/EOC performance by content (highlighted data represents the 2022-2023 school year; non-highlighted data is from previous school year 2021-2022)
- Campus shows consistency in performance on Spring STAAR/EOC performance with minimal gains in Algebra I, English I & II, Biology
- Campus shows significant gains in U.S. History at Approaches and a decrease of 5% in the number of students that Did Not Meet

Content	Did not Meet	Approaches	Meets	Masters
Algebra I	37.2%	62.8%	21.3%	6.7%
	41.2%	58.8%	22.8%	10%
Biology	20.3%	79.7%	40.1%	9.2%
	20.5%	79.5%	47.3%	11.6%
English I	37.3%	62.7%	44.7%	5.6%
	38.5%	61.5%	43.8%	4.5%
English II	32.6%	67.4%	48.9%	3.5%
	29.4%	70.6%	56.7%	2.6%
US History	5.5%	94.5%	66.9%	31.5%

	10.4%	89.6%	67.7%	37.7%

2022-2023 Spring ACP performance

- Student pass rate in all Math courses was 5%-20% higher than the district
- Student pass rate in English III was 66% compared to district at 58%; English IV was 40% lower than the district (the number of students tested was 4 total due to this course being offered for grade 12 students)
- Student pass rate in Science courses (Environmental Systems & Chemistry 20% higher than the district); Physics was 1% below the district; Astronomy was 4% below the district
- Student pass rate in all Social Studies courses was 15%-40% higher than the district
- Student pass rate in Health course was 14% higher than the district
- Student pass rate in all LOTE courses was 4%-10% higher than the district
- Student pass rate in all Fine Arts courses was 5%-12% higher than the district

2022-2023 CCMR

- CCMR Completion Rate for 2022-2023 school year is currently 90%
- TSIA Completion Rate for Grade 12 was 90%

2022-2023 Graduation Completion Rate (90%)

- 419 students graduated from the Magnet & Early College (53 Early College students)
- 355 students graduated from the Comprehensive & NAF Academy
- Total number of students graduated in May, 2023 was 774 out of 860 total

NWEA MAP Growth Projection Math 2023 (68%)



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dallas Independent School District (DISD)

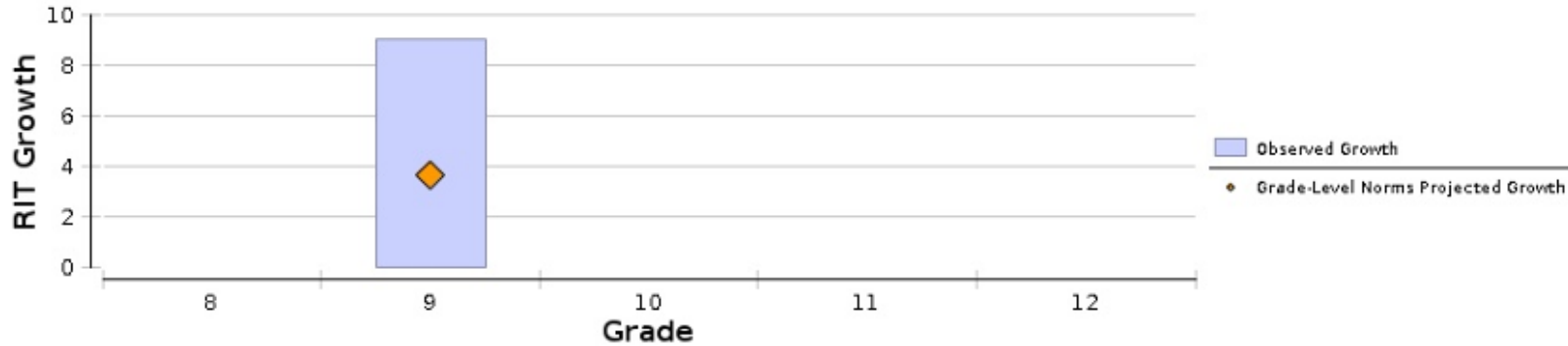
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)

Grouping: None
 Small Group Display: No

Skyline High School

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
8	7	*			*							*				
9	540	220.8	18.2	29	230.3	18.7	51	9	0.6	3.6	3.05	99	540	368	68	72
10	2	*			*			*					*			
11	1	*			*			*					*			
12	0	**			**			**					**			

Math: Math K-12



NWEA MAP Growth Projection ELAR 2023 (32%)



Student Growth Summary Report

Aggregate by School

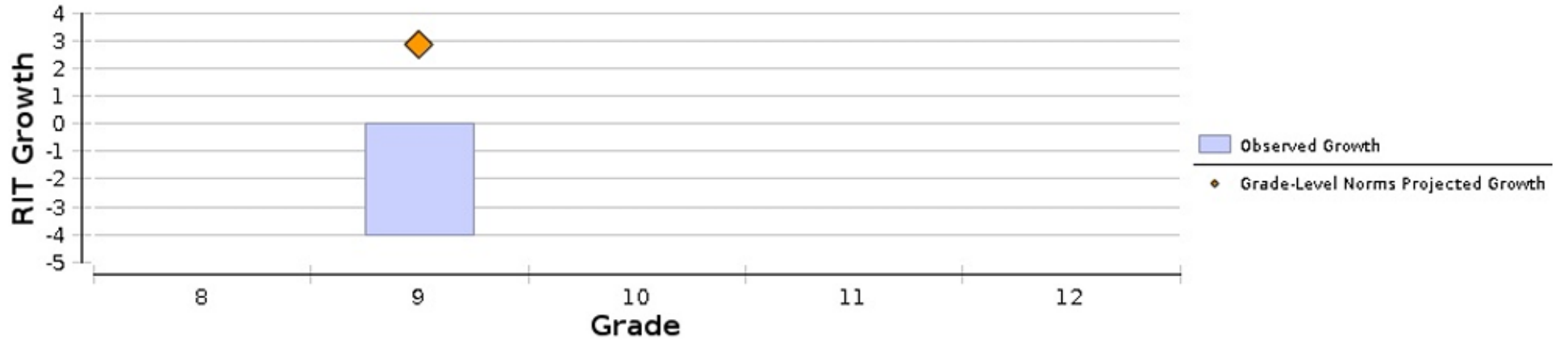
Term: Spring 2022-2023
 District: Dallas Independent School District (DISD)

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall), End - 32 (Spring)
 Grouping: None
 Small Group Display: No

Skyline High School

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Numbers	
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection
8	7	*			*			*				*		
9	509	211.3	18.8	21	207.5	20.4	7	-4	0.7	2.9	-3.37	1	509 163	
10	1	*			*			*				*		
11	0	**			**			**				**		
12	1	*			*			*				*		

Language Arts: Reading



Student Learning Strengths

Skyline Career Development Center demonstrates the following student strengths:

- Based on data from campus report card, the campus has consistently been higher than the state of grade 12 students on track to graduate (5 yrs

consecutively)

- Data tracking of TEK performance by EOC/ACP content
- Hispanic student population are performing with consistency on district and state assessments
- School wide implementation of AVID strategies (Cornell Notes, Socratic seminars)
- Collaborative PLC planning takes place and all EOC Contents have a common PLC period
- Teachers are receptive to feedback from SPOT observations to improve student achievement
- Social Studies (U.S. History EOC) earned distinction rating on STAAR/EOC in 2022
- EOC data from Biology, Algebra I, ELAR I & II have maintained consistent gains of 1-4% from 2022-2023.
- ACP student pass rate performance exceeds the district performance in EOC Core subjects
- Campus offers CTE & NAF Certifications (Ex. Cosmetology, Horticulture, Floral Design, Aviation, Auto Technology, Microsoft Office)
- Campus offers career pathways in Math, Science, Social Science Advance Academic Clusters, and Early College
- Dual Credit Courses offered for electives and Early College

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 1 Problem-There is a lack of student engagement with the provided academic systems outside of regular school hours. **Root Cause:** Root Cause - Lack of transportation options, family responsibilities, and extracurricular activities. Delay in implementation of Academic Intervention programs.

Problem Statement 2 (Prioritized): 2 Problem-Teacher resistance to internalize, engage or implement Professional Development. **Root Cause:** 2 Root Cause - Professional Development offered focuses on EOC content vs individualized needs.

Problem Statement 3 (Prioritized): 3 There should be a plan for increasing the current systems of academic support outside of regular school hours. **Root Cause:** 3 There is a greater need to focus on capturing a higher percentage of students needing continued academic growth by sustaining HB4545 tutoring, Saturday Academies, STAAR Boot Camps (before Easter break), and the Principals' Plan.

School Processes & Programs

School Processes & Programs Summary

Skyline Career Development Center was the first magnet high school in the nation. We currently host Magnet (CTE), NAF and ECHS Programs. Magnet programs include: Advanced Math (Pre-Engineering), Advanced Science (Pre-Med), Advanced Social Science (Government & Public Administration, Legal Studies), Architecture, Automotive (Collision & Mechanics), Aviation, Construction (Carpentry & HVAC), Cosmetology, Culinary Arts, Education & Training, Fashion Marketing & Apparel Design, Floral Design & Horticulture, Graphic Design & Illustration, Interior Design, Photography, Radio, Television & Film and World Languages. Our NAF Academies include: Academy of Engineering, Academy of Finance, Academy of Health Sciences, Academy of Hospitality & Tourism and the Academy of Information Technology.

Skyline Career Development Center School Processes & Programs include the following:

- New Teacher Academy-Provides mentoring support for 0-3 yr. teachers
- Link Crew - Student lead mentoring program designed to keep grade 9 students on track academically through tutoring, monitoring grades during progress/report card cycles
- B-12 Committee host faculty celebrations monthly
- Campus Communication platforms to disseminate pertinent information for all stakeholders (Remind 101, Schoolmessenger, Skyline Voice (campus newsletter), Campus Website)
- Raider Nation Playbook to showcase all content areas campus wide; featuring departmental Big Rocks, Data Goals, Campus Mission/Vision/Theme/Motto
- Principal's Plan-Attendance for Credit Restoration
- HB4545 Tutoring for STAAR/EOC Retesters
- Becoming A Man (BAM) & Working on Womenhood (WOW)-Mentoring program that targets Social Emotional Learning (SEL) to positively impact student behavior
- Fellowship of Christian Athletes (FCA) - SEL support for Athletic students participating in extracurricular activities

School Processes & Programs Strengths

Skyline Career Development Center School Processes and Programs Strengths are as follows:

- New Teacher Academy meets monthly to provide ongoing support (Ex. Classroom management, campus logistics, required documentation, professional development) for teachers with 0-3 yrs experience
- Campus Communication platforms to disseminate pertinent information for all stakeholders (Remind 101, Schoolmessenger, Skyline Voice (campus newsletter), Campus Website)
- Raider Nation Playbook to showcase all content areas campus wide; featuring departmental Big Rocks, Data Goals, Campus Mission/Vision/Theme/

Motto

- Curriculum Instructional Strategies implemented school wide for student achievement (Write to Learn, AVID Cornell Notes, AVID Socratic Seminars, ACE Strategies)
- Principal's Plan Attendance to ensure students are able to restore potential credits due to a variety of circumstances that impact attendance
- HB4545 strategic tutoring for students that are off-track on STAAR/EOC assessments
- B-12 Committee focuses on building campus morale and celebrating campus successes
- Link Crew held tutoring sessions for STAAR/EOC
- BAM/WOW student mentoring program (BAM=Becoming A Man) (WOW=Working On Womenhood)
- FCA-Fellowship of Christian Athletes
- Pipeline to Possibilities Program
- Call Me Mister Program
- All Distinguished NAF Programs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 1 Problem Current Behavioral systems are not effective in positively changing student behaviors. **Root Cause:** 1 Root Cause Lack of communication and implementation of behavioral management systems for campus. Lack of consistency in policy campus wide. Reset Center procedures and consequences are limited.

Problem Statement 2 (Prioritized): 2 Problem-Lack of technology to promote 21st century teaching and learning, promoting student achievement. **Root Cause:** 2 Root Cause - Students not bringing technology to school, lapse in time of laptop distribution, existing technology not available for new students. Variety of devices not compatible for all programs.

Problem Statement 3 (Prioritized): 3 Problem-Lack of student college readiness including Apply Texas Rates, FAFSA completion, College Preparation, TSIA, & SAT college ready benchmarks and AP Exams, IBC **Root Cause:** 3 Root Cause - Lack of funding for boot camps, interventions, College Preparation courses (college exam prep sessions), and lack of stakeholder buy-in, especially with underclassmen exposure. Lack of sufficient staff training for college readiness.

Perceptions

Perceptions Summary

Areas of opportunity around Perceptions include the need to improve climate and culture, communication and discipline systems (including tardies, skipping and attendance). Additionally, there is a need for more parent participation and involvement in school activities. According to the District Climate Survey, *Beliefs & Priorities* increased from 56.7% in Spring 2022 to 65.2% in Fall 2022. *Positive Culture & Climate* increased 45.9% in Spring 2022 to 52.7% in Fall 2022. Culture of Feedback & Support increased from 58.9% to 59.1%. College-Going Culture increased from 62.8% to 63%. Teacher-Teacher Trust increased from 65.2% to 66.1%. Teacher-Principal Trust increased from 47.3% to 54.2% from Spring 2022 to Fall 2022. Main forms of communication are emails, Skyline's *The Voice* (campus and parent editions), social media sites and school calendar. Staff has requested the need for a weekly google calendar, in addition to the comprehensive School Calendar.

Perceptions Strengths

Improvement around Perceptions is an area of opportunity at Skyline; however, some improvement has been made. Skyline school culture and climate has slightly improved over the past two years. With the implementation of committees like B12, FBLA and Skyline's newsletter, *The Voice*, Skyline was able to recognize more students and staff members for outstanding accomplishments. This recognition served as motivation for other students and staff to participate in leadership roles.

- B12 is a service committee created by Principal West to improve climate and culture by recognizing and celebrating achievements. Some of the responsibilities of this group of twelve leaders were to (1) recognize achievements and growth, (2) celebrate district recognized holidays and (3) build positive relationships. B12 members achieved this goal by recognizing and celebrating a *Teacher of the Month*, *Random Acts of Kindness*, and other teacher appreciation activities. One activity that was an overwhelming success was called Fresh Start. This activity was held at the top of the second semester to bring in the new year with fresh mindsets and positive energy. B12 members, with the help of Culinary Arts, prepared light snacks, provided soft music, and decorated an area in the student center for teachers to unwind during lunch and mingle with staff members.
- Skyline's 2022-2023 Link Crew leaders worked with our freshmen students to provide support and encouragement as they transitioned from middle school to high school. Some of the responsibilities of the Link Crew junior and senior student leaders were to meet with their freshmen bimonthly to review their classroom academic and attendance reports and serve as a source of support if needed. Celebratory events and rewards were in place for freshmen demonstrating outstanding achievements.
- Future Business Leaders of America was reinstated during the 2022-23 school year to grow student business leaders. The sponsors hosted a 'How to Tie a Tie' training, to help prepare our young men for the business world. This was another way Skyline committees came together to bring synergy on campus with our students and staff members.
- Achievements were highlighted (every other Monday) in our campus & parent editions of the newsletter, *Skyline's The Voice*.
- Community Partnerships have increased over the past two years including: WeLiving, FedEx, Compudot, etc.....

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 1 Problem- There is a need for more parent participation and involvement in all school activities, including joining PTSA. **Root Cause:** 1 Root Cause - Lack of multiple platforms for communication and engagement options to all stakeholders, lack of organization representation at school events. Lack of incentives to improve attendance at events.

Problem Statement 2: 2 Problem - There is low staff morale, student identity and belonging that directly impacts campus climate and culture. **Root Cause:** 2 Root Cause -Post pandemic behavior, Staff buy in, and lack of sense-making.

Problem Statement 3 (Prioritized): 3 Problem- Stakeholders don't feel safe on campus **Root Cause:** 3 Root Cause - Several (131) entry and exit locations on campus, shortage of well trained and effective monitoring staff, Lack of understanding, implementation, and consequences according to student code of conduct.

Problem Statement 4: 4 Problem- Lack of true mentorship for new teachers at the campus and district level. **Root Cause:** 4 Root Cause - Mentorship is difficult due to variety of specialized programs on campus. Lack of training for mentors and number of experienced mentors. Lack of collaboration between campus mentors and New Teacher Academy.

Priority Problem Statements

Problem Statement 1: The graduation rate has decreased from 82% in 2021 to 77% in 2022.

Root Cause 1: Declining student attendance, multiple course failures and lack of annual transcript degree audits prior to senior year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student attendance has declined from 90% in 2021 to 85% in 2022.

Root Cause 2: Lack of accurate daily attendance taken by teachers, lack of accountability for students and parents, lack of engagement in classrooms.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Need to increase recruitment of AA students by 10% in the CTE, NAF, ECHS, AP and Honors Programs.

Root Cause 3: AA population in decreasing. AA students are going to charter schools.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 1 Problem-There is a lack of student engagement with the provided academic systems outside of regular school hours.

Root Cause 4: Root Cause - Lack of transportation options, family responsibilities, and extracurricular activities. Delay in implementation of Academic Intervention programs.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 2 Problem-Teacher resistance to internalize, engage or implement Professional Development.

Root Cause 5: 2 Root Cause - Professional Development offered focuses on EOC content vs individualized needs.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 3 There should be a plan for increasing the current systems of academic support outside of regular school hours.

Root Cause 6: 3 There is a greater need to focus on capturing a higher percentage of students needing continued academic growth by sustaining HB4545 tutoring, Saturday Academies, STAAR Boot Camps (before Easter break), and the Principals' Plan.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 1 Problem Current Behavioral systems are not effective in positively changing student behaviors.

Root Cause 7: 1 Root Cause Lack of communication and implementation of behavioral management systems for campus. Lack of consistency in policy campus wide. Reset Center procedures and consequences are limited.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: 2 Problem-Lack of technology to promote 21st century teaching and learning, promoting student achievement.

Root Cause 8: 2 Root Cause - Students not bringing technology to school, lapse in time of laptop distribution, existing technology not available for new students. Variety of devices not compatible for all programs.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: 3 Problem-Lack of student college readiness including Apply Texas Rates, FAFSA completion, College Preparation, TSIA, & SAT college ready benchmarks and AP Exams, IBC

Root Cause 9: 3 Root Cause - Lack of funding for boot camps, interventions, College Preparation courses (college exam prep sessions), and lack of stakeholder buy-in, especially with underclassmen exposure. Lack of sufficient staff training for college readiness.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: 1 Problem- There is a need for more parent participation and involvement in all school activities, including joining PTSA.

Root Cause 10: 1 Root Cause - Lack of multiple platforms for communication and engagement options to all stakeholders, lack of organization representation at school events. Lack of incentives to improve attendance at events.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: 3 Problem- Stakeholders don't feel safe on campus

Root Cause 11: 3 Root Cause - Several (131) entry and exit locations on campus, shortage of well trained and effective monitoring staff, Lack of understanding, implementation, and consequences according to student code of conduct.

Problem Statement 11 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion 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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices


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: Student achievement on state assessments in all subjects using the projected Domain 1 calculation will increase from Domain 1 scale score of 63% in June 2023, to 73% by June 2024.

High Priority

Evaluation Data Sources: District Assessments, MAPs, STAAR Reading & Math

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Skyline will implement targeted learning/instructional software and systems, (Write to Learn (WTL) for example) in all content areas to improve learning , writing, vocabulary, and reading comprehension.</p> <p>Strategy's Expected Result/Impact: We will move all students towards proficiency increasing Approaches, Meets and Masters percentages on all STAAR/EOC tested areas.</p> <p>Staff Responsible for Monitoring: Instructional Lead Teachers, and Core Content Assistant Principals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional Supplies (copy paper, notebook paper, pens, map pencils, etc...) - 211 - Title I, Part A - \$10,903, Instructional Supplies (copy paper, notebook paper, pens, map pencils, etc...) - 199 - General Operating - \$50,000</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Cornell Notes the AVID Focused Note Taking strategy (will be utilized in all content areas to increase exposure to expository writing, text annotation, academic vocabulary, summarization, & critical thinking/rigor.</p> <p>Strategy's Expected Result/Impact: Vertical alignment of curriculum, instruction, and assessment to ensure student success.</p> <p>Staff Responsible for Monitoring: All Content Assistant Principals, Content Instructional Lead Teachers, AVID Site Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Student Binders, Composition Notebooks & Other Ancillary Supplies - 211 - Title I, Part A - 211-11-6399-2C-025-2-30 - \$12,000, Student Binders, Composition Notebooks & Other Ancillary Supplies - 199 - General Operating - \$20,000</p>	Formative		
	Oct	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Skyline will utilize Ellevation speaking strategy to develop emergent bilingual students speaking skills with topics that require prior knowledge to increase the performance rate on TELPAS from 2.25% for all grade levels to 10% by June 2024.</p> <p>Strategy's Expected Result/Impact: Student performance on Advanced Speaking on TELPAS assessment will improve.</p> <p>Staff Responsible for Monitoring: English as Second Language (ESL) and Sheltered Teachers, ELA Assistant Principal, LOTE Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Oct	Feb	June
	N/A		

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Skyline will utilize targeted systems, student monitoring software, staff technology, and materials aimed at maximizing instructional time for students and teachers. Targeted systems addressing student attendance, tardies, and teacher attendance will be implemented.</p> <p>Strategy's Expected Result/Impact: The result of this strategy will be aimed at increasing student seat time in tested subjects and intervention. Measurable outcomes will be campus attendance rates, measured each 9 weeks.</p> <p>Staff Responsible for Monitoring: All Admin staff, and Attendance office staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 2 Problem-Teacher resistance to internalize, engage or implement Professional Development. Root Cause: 2 Root Cause - Professional Development offered focuses on EOC content vs individualized needs.</p>
School Processes & Programs
<p>Problem Statement 2: 2 Problem-Lack of technology to promote 21st century teaching and learning, promoting student achievement. Root Cause: 2 Root Cause - Students not bringing technology to school, lapse in time of laptop distribution, existing technology not available for new students. Variety of devices not compatible for all programs.</p>






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: Student achievement on state assessments in Eng. I & II in Domain I will increase from scale scores of 56% to 70% Approaches, 34% to 44% Meets, and 4% to 14% Masters by June 2024.

High Priority

Evaluation Data Sources: District Assessments, MAPs, STAAR Reading & Math

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English I & English II teachers will implement Justify Your Answer, a writing and reading comprehension strategy that requires students to provide evidence for their responses, to improve literacy skills.</p> <p>Strategy's Expected Result/Impact: Increase in student understanding of reading passages and ability to effectively answer free response questions on exams.</p> <p>Staff Responsible for Monitoring: EOC/STAAR Instructors, Content Assistant Principals, Instructional Lead Teachers, Region I Instructional Lead Coach.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Copy Paper, Notebook Paper, Pens - 199 - General Operating - \$12,047</p>	Formative		
	Oct	Feb	June
	N/A		

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: English I and English II teachers will utilize No RED Ink online platform to engage students through modeling, scaffolding, practice and feedback to build strong writers and critical thinkers.</p> <p>Strategy's Expected Result/Impact: We will move students towards proficiency increasing Approaches, Meets, and Masters percentages on STAAR/EOC. Students will proficiently develop Extended Constructive Responses (10 pts on STAAR/EOC) and Short Constructive Responses (3 pts on STAAR/EOC)</p> <p>Staff Responsible for Monitoring: ELAR Assistant Principal, Instructional Lead Teachers, ELAR Teachers, Region I Instructional Lead Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 199 - General Operating - \$4,500</p>	Formative		
	Oct	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:


Student Learning
<p>Problem Statement 1: 1 Problem-There is a lack of student engagement with the provided academic systems outside of regular school hours. Root Cause: Root Cause - Lack of transportation options, family responsibilities, and extracurricular activities. Delay in implementation of Academic Intervention programs.</p>
<p>Problem Statement 2: 2 Problem-Teacher resistance to internalize, engage or implement Professional Development. Root Cause: 2 Root Cause - Professional Development offered focuses on EOC content vs individualized needs.</p>
<p>Problem Statement 3: 3 There should be a plan for increasing the current systems of academic support outside of regular school hours. Root Cause: 3 There is a greater need to focus on capturing a higher percentage of students needing continued academic growth by sustaining HB4545 tutoring, Saturday Academies, STAAR Boot Camps (before Easter break), and the Principals' Plan.</p>



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 3: Student achievement on state assessments in Algebra I in Domain I will increase from 53% to 70% Approaches, 11% to 22% Meets, and 5% to 15% Masters by June 2024.

High Priority

Evaluation Data Sources: District and State Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Algebra I teachers will utilize Professional Learning Communities to train teachers on District CARNEGIE CURRICULUM, and high leverage instructional strategies including: a) Small Group Instruction b) Write to Learn c) Rigorous Questioning d) Exemplar Demonstration of Learning (DOLS) e) Differentiated Instruction. Strategies will also include training for subpopulations such as Special Education (SPED) and Emergent Bilingual (EB) to improve literacy skills and meet the needs of all tiered students.</p> <p>Strategy's Expected Result/Impact: Effective implementation of new district math curriculum to increase student performance on all district and state assessments.</p> <p>Staff Responsible for Monitoring: Math Assistant Principal, Algebra I Teachers, Instructional Lead Teacher, Region I Math Instructional Lead Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Algebra I teachers will utilize PLCs to review student data every 3-4 WEEKS TO IDENTIFY GAPS IN TEKS PERFORMANCE and develop needs-specific intervention strategies to increase student performance.</p> <p>Strategy's Expected Result/Impact: Teachers use Exemplar DOLS, Success Criteria to adjust instruction and provide intervention strategies for student achievement based on data. Strategies for remediation are discussed, designed, and implemented in next teaching cycle.</p> <p>Staff Responsible for Monitoring: Math Teachers, Instructional Lead Teacher, Math Assistant Principal and Region I Math Instructional Lead Coach.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Teacher Binders, Chart Post Size Paper, Poster Maker Paper - 199 - General Operating - \$10,000</p>	Formative		
	Oct	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Core content teachers will provide interventions and extended learning opportunities to TIER 2 & 3 students and AT- Risk student populations via am/pm tutoring, Saturday School Academies, and Academic Boot Camps.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance.</p> <p>Staff Responsible for Monitoring: Math Assistant Principal, Instructional Lead Teacher</p> <p>Title I: 2.4, 2.5, 2.6</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, 3</p> <p>Funding Sources: Tutoring Funds - 211 - Title I, Part A - \$25,000</p>	Formative		
	Oct	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide Culturally Responsive Teaching Professional Development and Lead4Ward Training to all Algebra I STAAR/EOC teachers to improve African American students performance on district and state assessments.</p> <p>Strategy's Expected Result/Impact: Increase student performance through academic achievement.</p> <p>Staff Responsible for Monitoring: Algebra I Teachers, Math Assistant Principal, Instructional Lead Teacher, Region I Instructional Lead Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: PD Funds - 211 - Title I, Part A - \$15,000</p>	Formative		
	Oct	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			



Performance Objective 3 Problem Statements:






Student Learning
<p>Problem Statement 1: 1 Problem-There is a lack of student engagement with the provided academic systems outside of regular school hours. Root Cause: Root Cause - Lack of transportation options, family responsibilities, and extracurricular activities. Delay in implementation of Academic Intervention programs.</p>
<p>Problem Statement 2: 2 Problem-Teacher resistance to internalize, engage or implement Professional Development. Root Cause: 2 Root Cause - Professional Development offered focuses on EOC content vs individualized needs.</p>
<p>Problem Statement 3: 3 There should be a plan for increasing the current systems of academic support outside of regular school hours. Root Cause: 3 There is a greater need to focus on capturing a higher percentage of students needing continued academic growth by sustaining HB4545 tutoring, Saturday Academies, STAAR Boot Camps (before Easter break), and the Principals' Plan.</p>

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 4: Student achievement on state assessments in Biology in Domain I will increase from 73% to 83% Approaches, 27% to 37% Meets, and 8% to 18% Masters by June 2024.

Evaluation Data Sources: State and District Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement interactive notebooking with vocabulary strategies to improve writing, vocabulary, and reading comprehension. Strategy's Expected Result/Impact: Student literacy will increase student constructive responses on district and state assessments. Staff Responsible for Monitoring: Biology Teachers, Instructional Lead Teacher, Science Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3</p>	Formative		
	Oct	Feb	June
	 <p>25%</p>		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Biology teachers will implement content-based projects during each grading cycle to develop scientific critical thinking to improve Meets & Masters scores. Strategy's Expected Result/Impact: Students develop critical thinking skills. Staff Responsible for Monitoring: Biology Teachers, Instructional Lead Teacher, Science Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative		
	Oct	Feb	June
	 <p>75%</p>		

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide content specific professional development opportunities that increases teacher capacity to provide high quality instruction to all students.</p> <p>Strategy's Expected Result/Impact: Provide mandatory, quality professional development for all teachers for high quality instructions to include but not limited to a) Small Group Instruction b) Writing to Learn c) Rigorous Questioning d) Exemplar DOLS and Feedback for Learning e) Differentiated Instruction. Science EOC teachers attend CAST (Conference for Advancement of Science Teaching) Regional Training for STAAR/EOC Updates.</p> <p>Staff Responsible for Monitoring: Biology Teachers, Instructional Lead Teacher, Science Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Registration Fees to attend Professional Development - 211 - Title I, Part A - 211-23-6411-00-025-2-30 - \$2,000</p>	Formative		
	Oct	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: 1 Problem-There is a lack of student engagement with the provided academic systems outside of regular school hours. Root Cause: Root Cause - Lack of transportation options, family responsibilities, and extracurricular activities. Delay in implementation of Academic Intervention programs.</p> <p>Problem Statement 2: 2 Problem-Teacher resistance to internalize, engage or implement Professional Development. Root Cause: 2 Root Cause - Professional Development offered focuses on EOC content vs individualized needs.</p> <p>Problem Statement 3: 3 There should be a plan for increasing the current systems of academic support outside of regular school hours. Root Cause: 3 There is a greater need to focus on capturing a higher percentage of students needing continued academic growth by sustaining HB4545 tutoring, Saturday Academies, STAAR Boot Camps (before Easter break), and the Principals' Plan.</p>

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 5: Student achievement on state assessments in U.S. History in Domain I will increase from 92% to 95% Approaches, 34% to 74% Meets, and 30% to 35% Masters by June 2024.

Evaluation Data Sources: District and State Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: U.S. History teachers will implement critical thinking questioning strategies to impact historical questioning and discussion. Strategy's Expected Result/Impact: Increase student comprehension of social studies content. Staff Responsible for Monitoring: U.S. History Teachers, Instructional Lead Teacher, Social Studies Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3</p>	Formative		
	Oct	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: U.S. History teachers will implement Funnel Writing System in conjunction with Write to Learn which focuses on block writing of primary and secondary sources within social studies content. Strategy's Expected Result/Impact: Increase vocabulary acquisition, writing fluency, and content comprehension Staff Responsible for Monitoring: U.S. History Teachers, Instructional Lead Teacher, Social Studies Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3</p>	Formative		
	Oct	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 3: 3 There should be a plan for increasing the current systems of academic support outside of regular school hours. **Root Cause:** 3 There is a greater need to focus on capturing a higher percentage of students needing continued academic growth by sustaining HB4545 tutoring, Saturday Academies, STAAR Boot Camps (before Easter break), and the Principals' Plan.

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.


Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.



Performance Objective 1: The percent of CCMR students meeting the Texas Success initiative requirements for college readiness will increase from 34% to 80% by June 2024.






High Priority

HB3 Goal

Evaluation Data Sources: Student Assessment, CCR report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide instructional materials, software and learning supports to all teachers and students with the intent to help support learning, taking AP exams, SAT exams, and TSIA 2 exams and instructional mastery to meet higher passing rates.</p> <p>Strategy's Expected Result/Impact: Increase student AP, TSIA 2, and SAT performance in Grades 9-11 for all subpopulations. Increase school performance for State Accountability. Increase use of advisory period. Purchase supplementary College Prep materials. Students taking advanced courses have additional preparatory support to meet achievement levels.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal for AP courses, Honors & AP teachers; Academic Success Program (ASP) College Access Partner Data; Counselors, Early College & Dual Credit Coordinators, ACE Advisory teachers can lead teachers through lessons to provide additional support. CILT & CNA/CIP Executive Committee Formative Reviews: Mid-November, 2023; Mid-January, 2024; Mid-March, 2024; Summative Review: Beginning Weeks, June, 2024.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p> <p>Funding Sources: Princeton Review - 199 - General Operating - \$6,000, Instructional Technology and Instructional Software - 211 - Title I, Part A - 211-11-6396-00-025-2-30 - \$10,000</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for AP teachers to plan and learn best practices via AP retreats, trainings, and collaboration sessions. Provide additional prep materials for AP courses and support. Provide opportunities for training and development of AVID strategies campus wide in the form of teachers attending trainings, conferences, retreats to improve college prep for all students.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity. Increase student AP performance. Increase the retention of effective teachers; climate survey, and student perception survey evident in increased SEI campus score.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal. for AP, AP teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 3</p> <p>Funding Sources: Avid Membership fees and misc expenses. - 211 - Title I, Part A - 211-13-6299-2T-025-2-30 - \$3,000</p>	Formative		
	Oct	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide prep sessions for TSIA & SAT exams after school and on identified Saturdays.</p> <p>Strategy's Expected Result/Impact: Increase participation in taking TSIA & SAT exams. Increase achievement on TSIA & SAT exams. Increase passing student rates for TSIA & SAT exams.</p> <p>Staff Responsible for Monitoring: Dual Credit Coordinator; Testing Coordinators; Senior grade level APs; Junior grade level APs; Counselors.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 3</p>	Formative		
	Oct	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide professional development, teacher prep materials, supplies, teacher technology, and materials to faculty intended to improve instruction and TSIA/SAT knowledge and skills into current curriculum.</p> <p>Strategy's Expected Result/Impact: Increase student understanding of the impact TSIA/SAT can impart on their post-secondary options. Increase teacher capacity to teach knowledge and skills needed to be successful in college. Increase achievement performance on TSIA/SAT exams. Increase student passing rates for TSIA/SAT exams. To use the College Prep (ELAR & Math) more effectively by being able to identify those students who would most benefit from those classes.</p> <p>Staff Responsible for Monitoring: Dual Credit Coordinator; Core content APs; CILT</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3</p> <p>Funding Sources: Funding for Professional Development - 199 - General Operating - \$5,000</p>	Formative		
	Oct	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The graduation rate has decreased from 82% in 2021 to 77% in 2022. Root Cause: Declining student attendance, multiple course failures and lack of annual transcript degree audits prior to senior year.</p>
Student Learning
<p>Problem Statement 1: 1 Problem-There is a lack of student engagement with the provided academic systems outside of regular school hours. Root Cause: Root Cause - Lack of transportation options, family responsibilities, and extracurricular activities. Delay in implementation of Academic Intervention programs.</p>
<p>Problem Statement 2: 2 Problem-Teacher resistance to internalize, engage or implement Professional Development. Root Cause: 2 Root Cause - Professional Development offered focuses on EOC content vs individualized needs.</p>
<p>Problem Statement 3: 3 There should be a plan for increasing the current systems of academic support outside of regular school hours. Root Cause: 3 There is a greater need to focus on capturing a higher percentage of students needing continued academic growth by sustaining HB4545 tutoring, Saturday Academies, STAAR Boot Camps (before Easter break), and the Principals' Plan.</p>
School Processes & Programs
<p>Problem Statement 3: 3 Problem-Lack of student college readiness including Apply Texas Rates, FAFSA completion, College Preparation, TSIA, & SAT college ready benchmarks and AP Exams, IBC Root Cause: 3 Root Cause - Lack of funding for boot camps, interventions, College Preparation courses (college exam prep sessions), and lack of stakeholder buy-in, especially with underclassmen exposure. Lack of sufficient staff training for college readiness.</p>


Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.







Performance Objective 2: The percent of graduates obtaining Industry-Based Certifications to be career ready will increase from 22 % to 50% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: CCR Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development to teachers and counselors regarding CTE pathway completion, TEA approved Industry Based Certifications (IBCs), and Eduthings.</p> <p>Strategy's Expected Result/Impact: Increase number of students enrolled in CTE verified pathways. Increase number of students considered "Completers" (students with at least 3 classes in the same pathway). Increase number of students attempting and passing state approved IBC examinations. Increase accuracy of teacher entered IBC records into Eduthings.</p> <p>Staff Responsible for Monitoring: CTE APs, NAF/Magnet Coordinator, Counselors, Master Schedule AP</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 2</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Career Planning: ALL students will engage in ongoing career planning during advisory in order to select an appropriate college and career pathway.</p> <p>Strategy's Expected Result/Impact: Create a more comprehensive communication method to address free college tuition to parents, students, and faculty through greater frequency, improved relationships, and faculty buy in. All Seniors will reach a benchmarked, FAFSA completion rate of 50% before Thanksgiving Break.</p> <p>Staff Responsible for Monitoring: Dallas County Promise Data; Academic Success Program (ASP)College Access Partner Data; Counselor rates.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative		
	Oct	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Based on pathway enrollment, request examination vouchers for IBCs by the end of October to ensure sufficient time for planning and so students have sufficient opportunity to complete the assessment.</p> <p>Strategy's Expected Result/Impact: Increase completion rate of IBC assessment. Increase student achievement (passing) scores to earn IBCs.</p> <p>Staff Responsible for Monitoring: Magnet AP; CTE AP; Magnet & NAF Coordinator; CTE teacher leads</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative		
	Oct	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Student attendance has declined from 90% in 2021 to 85% in 2022. Root Cause: Lack of accurate daily attendance taken by teachers, lack of accountability for students and parents, lack of engagement in classrooms.</p>

Demographics

Problem Statement 4: Need to increase recruitment of AA students by 10% in the CTE, NAF, ECHS, AP and Honors Programs. **Root Cause:** AA population in decreasing. AA students are going to charter schools.

Student Learning

Problem Statement 2: 2 Problem-Teacher resistance to internalize, engage or implement Professional Development. **Root Cause:** 2 Root Cause - Professional Development offered focuses on EOC content vs individualized needs.

School Processes & Programs

Problem Statement 3: 3 Problem-Lack of student college readiness including Apply Texas Rates, FAFSA completion, College Preparation, TSIA, & SAT college ready benchmarks and AP Exams, IBC **Root Cause:** 3 Root Cause - Lack of funding for boot camps, interventions, College Preparation courses (college exam prep sessions), and lack of stakeholder buy-in, especially with underclassmen exposure. Lack of sufficient staff training for college readiness.


Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.






Performance Objective 3: GPM 5.3: The number of THECB Level I and Level II certificates earned by 12th grade students will increase from 25 to 38 based on eligible pathways by June 2025. (Students may earn one or more certificates in degree pathways which are aligned with Regional LMI).

High Priority

HB3 Goal

Evaluation Data Sources: Dual Credit Coordinator; Office of Postsecondary Education

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development to teachers and counselors regarding CTE pathway completion, TEA approved Level I Certifications, and Eduthings.</p> <p>Strategy's Expected Result/Impact: Increase number of students enrolled in CTE verified pathways. Increase number of students considered "Completers" (students with at least 3 classes in the same pathway). Increase number of students attempting and passing state approved IBC examinations. Increase accuracy of teacher entered certification records into Eduthings.</p> <p>Staff Responsible for Monitoring: CTE Assistant Principals, NAF/Magnet Coordinator, Counselors, Master Schedule Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 2</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development to teachers regarding CTE pathway strategies to effectively implement curriculum in order to pass level 1 certification.</p> <p>Strategy's Expected Result/Impact: Student mastery of level 1 certification</p> <p>Staff Responsible for Monitoring: CTE Assistant Principals, NAF/Magnet Coordinator, Master Schedule Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 2</p>	Formative		
	Oct	Feb	June
	 45%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:


Demographics
<p>Problem Statement 2: Student attendance has declined from 90% in 2021 to 85% in 2022. Root Cause: Lack of accurate daily attendance taken by teachers, lack of accountability for students and parents, lack of engagement in classrooms.</p>
<p>Problem Statement 4: Need to increase recruitment of AA students by 10% in the CTE, NAF, ECHS, AP and Honors Programs. Root Cause: AA population in decreasing. AA students are going to charter schools.</p>
Student Learning
<p>Problem Statement 2: 2 Problem-Teacher resistance to internalize, engage or implement Professional Development. Root Cause: 2 Root Cause - Professional Development offered focuses on EOC content vs individualized needs.</p>






Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective 4: Percent of graduates Early College High School (ECHS) who earn 60 hours or attain an Associates degree will increase from 48% to 55% by June 2024.

High Priority

Evaluation Data Sources: ECHS Assistant Principal, ECHS Coordinator, ECHS Counselor

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Progress monitor each cohort per semester by assigning a facilitator to each student to check submitted college course work bi-weekly.</p> <p>Strategy's Expected Result/Impact: Increase ability to closely monitor progress towards degree attainment. Promote student accountability for monitoring own progress towards degree attainment.</p> <p>Staff Responsible for Monitoring: ECHS Assistant Principal; ECHS Coordinator; ECHS Counselor; Master schedule Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor the number of dual credit courses successfully completed each semester by ECHS students.</p> <p>Strategy's Expected Result/Impact: Increase the number of students obtaining associates degrees by end of senior year. Increase student accountability for monitoring their own progress towards earning an Associate's degree.</p> <p>Staff Responsible for Monitoring: ECHS AP; ECHS Coordinator; ECHS Teachers, ECHS Counselor.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	Formative		
	Oct	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:


Demographics
<p>Problem Statement 1: The graduation rate has decreased from 82% in 2021 to 77% in 2022. Root Cause: Declining student attendance, multiple course failures and lack of annual transcript degree audits prior to senior year.</p>
School Processes & Programs
<p>Problem Statement 3: 3 Problem-Lack of student college readiness including Apply Texas Rates, FAFSA completion, College Preparation, TSIA, & SAT college ready benchmarks and AP Exams, IBC Root Cause: 3 Root Cause - Lack of funding for boot camps, interventions, College Preparation courses (college exam prep sessions), and lack of stakeholder buy-in, especially with underclassmen exposure. Lack of sufficient staff training for college readiness.</p>



Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.






Performance Objective 5: The percent of college enrollment will increase from 48% to 67.0% by June 2024, including the number of Associate degrees attained.

(Add dual credit percents)

High Priority

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide training for teachers (especially senior grade level) regarding Dallas County Promise, TAFSA/FAFSA deadlines, college application and essay deadlines.</p> <p>Strategy's Expected Result/Impact: Increase Dallas County Promise completion rate from 90 to 93%. Increase college application rate from 85 to 88%. Increase FAFSA/TAFSA completion rate from 76 to 80%.</p> <p>Staff Responsible for Monitoring: Senior grade level APs; Counselors; ASP College Access Provider partners</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use Advisory period to provide opportunities for seniors to complete Dallas County Promise, create an Apply Texas account, and complete college application processes.</p> <p>Strategy's Expected Result/Impact: Create a more comprehensive communication method to address free college tuition to parents, students, and faculty through greater frequency, improved relationships, and faculty buy in. All Seniors will reach a benchmarked, FAFSA completion rate of 50% before Thanksgiving Break.</p> <p>Staff Responsible for Monitoring: Academic Success Program (ASP) College Access Partners; Counselors. Senior grade level teachers, Senior Assistant Principals</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative		
	Oct	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor the number of dual credit courses successfully completed each semester by non-ECHS students.</p> <p>Strategy's Expected Result/Impact: Increase the number of students entering either a college or university with college credit courses that apply towards degree completion.</p> <p>Staff Responsible for Monitoring: Senior grade level Assistant Principals; Dual Credit Coordinator; Counselors.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	Formative		
	Oct	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Promote increased attendance to District and campus collegiate/career fairs for faculty, students and their families.</p> <p>Strategy's Expected Result/Impact: Increase in FAFSA/TAFSA completion rates. Increase in application completion rates. Increase in student achievement on TSIA/SAT assessments. Increase parent involvement at campus and District events.</p> <p>Staff Responsible for Monitoring: Counselors; Senior grade level Assistant Principals; Academic Success Program (ASP) College Access partners</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3 - Perceptions 1</p>	Formative		
	Oct	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: The graduation rate has decreased from 82% in 2021 to 77% in 2022. Root Cause: Declining student attendance, multiple course failures and lack of annual transcript degree audits prior to senior year.</p>
Student Learning
<p>Problem Statement 1: 1 Problem-There is a lack of student engagement with the provided academic systems outside of regular school hours. Root Cause: Root Cause - Lack of transportation options, family responsibilities, and extracurricular activities. Delay in implementation of Academic Intervention programs.</p>
School Processes & Programs
<p>Problem Statement 3: 3 Problem-Lack of student college readiness including Apply Texas Rates, FAFSA completion, College Preparation, TSIA, & SAT college ready benchmarks and AP Exams, IBC Root Cause: 3 Root Cause - Lack of funding for boot camps, interventions, College Preparation courses (college exam prep sessions), and lack of stakeholder buy-in, especially with underclassmen exposure. Lack of sufficient staff training for college readiness.</p>
Perceptions
<p>Problem Statement 1: 1 Problem- There is a need for more parent participation and involvement in all school activities, including joining PTSA. Root Cause: 1 Root Cause - Lack of multiple platforms for communication and engagement options to all stakeholders, lack of organization representation at school events. Lack of incentives to improve attendance at events.</p>

Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.


*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)







*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)

*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

Performance Objective 1: Number of students involved in extra-curricular activities will increase from 45% to 60% by June 2024.

Evaluation Data Sources: Student rosters for clubs, athletics, visual & performing arts, and organizations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Host transition camps/seminars from Middle School to High School and throughout the Freshman year. (Fish Camp/MS-HS counselor collaboration).</p> <p>Strategy's Expected Result/Impact: Increase average daily attendance rate and build teacher and student capacity for a positive school culture and promote a college and career-readiness environment. Provide students with informed options of career pathways for course selection.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors - 8/2023 to 12/2023. Meet with parents and students for a bridge camp at Beginning Of Year. Link Crew Mentorship Program pairs Freshman with Senior Mentor to alleviate Freshman dropout.</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide mentorship opportunities to increase student connection w/ campus. Promote positive benefits of consistent student attendance,</p> <p>Strategy's Expected Result/Impact: Increase average daily attendance rate and build teacher and student capacity for a positive school culture and promote a college and career-readiness environment. Increased participation in Club & Organization activities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Link Crew Leaders</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	Formative		
	Oct	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide mentorship groups such as Becoming a Man (BAM) and Working on Womanhood (WOW) to reduce negative and ineffective behaviors .</p> <p>Strategy's Expected Result/Impact: Increase average daily attendance rate and build teacher and student capacity for a positive school culture and promote a college and career-readiness environment. Increased participation in Club & Organization activities. Reduce dropout rate for students experiencing drug-related and/or violence incidents. Students will be recommended as program participants from teachers, guidance counselors, and BAM/WOW Counselors recruitment process.</p> <p>Staff Responsible for Monitoring: Teacher Campus Administrators, BAM/WOW Counselors</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Oct	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The graduation rate has decreased from 82% in 2021 to 77% in 2022. Root Cause: Declining student attendance, multiple course failures and lack of annual transcript degree audits prior to senior year.</p> <p>Problem Statement 2: Student attendance has declined from 90% in 2021 to 85% in 2022. Root Cause: Lack of accurate daily attendance taken by teachers, lack of accountability for students and parents, lack of engagement in classrooms.</p>

School Processes & Programs

Problem Statement 1: 1 Problem Current Behavioral systems are not effective in positively changing student behaviors. **Root Cause:** 1 Root Cause Lack of communication and implementation of behavioral management systems for campus. Lack of consistency in policy campus wide. Reset Center procedures and consequences are limited.

Perceptions

Problem Statement 1: 1 Problem- There is a need for more parent participation and involvement in all school activities, including joining PTSA. **Root Cause:** 1 Root Cause - Lack of multiple platforms for communication and engagement options to all stakeholders, lack of organization representation at school events. Lack of incentives to improve attendance at events.

Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)






*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)

*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

Performance Objective 2: Average Daily Attendance will increase from 83% to 90% by May 2024.

High Priority

Evaluation Data Sources: Campus Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Attendance incentives (such as t-shirts, jean passes, tumblers, pencils, pens, lanyards, etc) will be provided to students monthly for perfect attendance.</p> <p>Strategy's Expected Result/Impact: Increase student daily attendance .</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals (by designated grade level)</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p> <p>Funding Sources: Incentives such as t-shirts for students who complete a certain # of tutoring hours - 282 - ESSER III (ARP) - \$25,000</p>	Formative		
	Oct	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Student attendance has declined from 90% in 2021 to 85% in 2022. Root Cause: Lack of accurate daily attendance taken by teachers, lack of accountability for students and parents, lack of engagement in classrooms.</p>







Perceptions

Problem Statement 1: 1 Problem- There is a need for more parent participation and involvement in all school activities, including joining PTSA. **Root Cause:** 1 Root Cause - Lack of multiple platforms for communication and engagement options to all stakeholders, lack of organization representation at school events. Lack of incentives to improve attendance at events.

Goal 7: SUPPORTING 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 parental involvement and engagement by 5% as measured by PTSA membership.

Evaluation Data Sources: Parent sign-in for events and PTSA membership and participation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Facilitate Open House for all Parents/Students and host parent informational sessions quarterly.</p> <p>Strategy's Expected Result/Impact: Conduct parent informational workshops; increase positive survey results; increase communication to all stakeholders; increase college and career awareness.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Community Liaison, Urban Specialists, Teachers -</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Oct	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide supplemental materials for parents and families in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Increase school communications resulting in higher student achievement and a positive school culture and environment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Registrars, Community Liaison, teachers, Attendance Clerks.</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Flyers and Brochures (For families & the community) - 211 - Title I, Part A - \$5,000</p>	Formative		
	Oct	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:



Perceptions






Problem Statement 1: 1 Problem- There is a need for more parent participation and involvement in all school activities, including joining PTSA. **Root Cause:** 1 Root Cause - Lack of multiple platforms for communication and engagement options to all stakeholders, lack of organization representation at school events. Lack of incentives to improve attendance at events.

Goal 7: SUPPORTING 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 2: Collaborate with community business partners to increase parental involvement and engagement by hosting at least four community events on campus.

Evaluation Data Sources: Increase parental involvement and participation with campus events

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Solicit input from parents on how they can be active participants in students education via SBDM, PTSA, and parent surveys (Quarterly)</p> <p>Strategy's Expected Result/Impact: Increased parent participation and involvement in all school activities, including joining PTSA. Increased input from parents.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Registrars, Community Liaison, teachers, Attendance Clerks.</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Oct	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate with community business partners to promote student extra curricular activities such as athletic events, fine arts performances, culinary services, and horticulture/floral displays.</p> <p>Strategy's Expected Result/Impact: Increased parent/community participation and involvement in all school activities</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Registrars, Community Liaison, teachers, Attendance Clerks.</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 3</p> <p>Funding Sources: Printing Materials/Brochures - 199 - General Operating - \$500</p>	Formative		
	Oct	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Community partners and counselors will provide workshops for families to address Drug and Violence prevention including (Suicide prevention, conflict resolution, discipline management, violence prevention/intervention, harassment, dating violence, and bullying).</p> <p>Strategy's Expected Result/Impact: Parents, students, staff will have increased awareness around drug, suicide, bullying, and violence prevention.</p> <p>Staff Responsible for Monitoring: Community Liaison, Guidance Counselors, and Community Partners</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative		
	Oct	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: 1 Problem- There is a need for more parent participation and involvement in all school activities, including joining PTSA. Root Cause: 1 Root Cause - Lack of multiple platforms for communication and engagement options to all stakeholders, lack of organization representation at school events. Lack of incentives to improve attendance at events.</p> <p>Problem Statement 3: 3 Problem- Stakeholders don't feel safe on campus Root Cause: 3 Root Cause - Several (131) entry and exit locations on campus, shortage of well trained and effective monitoring staff, Lack of understanding, implementation, and consequences according to student code of conduct.</p>

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Skyline will implement targeted learning/instructional software and systems, (Write to Learn (WTL) for example) in all content areas to improve learning , writing, vocabulary, and reading comprehension.
1	2	1	English I & English II teachers will implement Justify Your Answer, a writing and reading comprehension strategy that requires students to provide evidence for their responses, to improve literacy skills.

Title I

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Skyline H. S. Campus Operational Leadership Team, CIP/CNA Executive Committee will monitor and revise all strategies quarterly throughout the 2023-2024 school year as needed.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Skyline H.S. CIP/CNA Executive committee will review the CIP and CNA in the spring of the 2023-2024 school year to determine the effectiveness of the CIP.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5.1: Determine which students will be served by following local policy

Skyline HS will serve all demographic student populations representative of our campus by following local DISD policy throughout the 2023-2024 school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BERARTEZ, MARGARET	TA		
CICERO, AARON	Teacher		
CREEKS, COURTNEY	Teacher		
DONTUKURTHI, RAMESH	Teacher		
ESQUIVEL, YAHAIRA	TA		
EVANS, KHADIJAH	Teacher		
HALL, KENNETH	Community Liaison		
JOHNSON, TORRIE	Teacher		
LANSDELL, MARY	Teacher		
ODEBIYA, BLESSING	Teacher		
ORNELAS, ALEXIS	Teacher		
RAINEY, SIOBHAN	Teacher		
ROQUE, PAYTON	Teacher		
SANTOFIMIO, MARIA	Teacher		
SINGLETON, SAPHIRA	Teacher		
TIRREY, VIJAYA PRASADINI	Teacher		
WRIGHT, BRIANNA MARQUEL	Teacher		

CNA/CIP Executive Committee

Committee Role	Name	Position
Principal	Angela West	Principal
Administrator	Carlotta Williams	Assistant Principal & CIP Power User
Administrator	Sonja Nix	Assistant Principal
Administrator	Dawn Pratt	Assistant Principal & CIP Power User
Administrator	Wakeel Bello	Assistant Principal
Community Resident	Heather Hornor	SBDM Chair
Teacher	Gloria Rodriguez	Teacher Cluster Lead
Teacher	Bronze Ward	Reconnect Teacher
Teacher & Alumni	Susan Shinn	Social Studies Teacher
Magnet & NAF Coordinator	Jose Sologuren	Magnet & NAF Coordinator
Teacher	Kathleen Mims	ELAR Teacher
Community Representative	Ola Allen	Community Resident
Support Staff	Stacy Galindo	Principal Clerk
Administrator	TaOnea Carter	Assistant Principal
Teacher	Ssereta Lafayette	SPED Lead Teacher
Business Partner	Sandy Wilson	Alumni Representative
Community Representative	Daniel Wood	Community Resident
Parent	Vannette Padilla	Parent
Community Representative	Kotto Forward	Community Resident
Teacher	Evelyn Gilmore-Smith	ELAR Teacher
Teacher	Giovanna Palacios	ESOL Teacher
Administrator	Meshell Bradley	Assistant Principal
Teacher & Alumni	Phyllis Wylie	Magnet/NAF Lead
Student	Nailah Breceda	Student
Student	Abril Pedraza	Student
Student	McKinleigh Carpenter	Student
Student	Juliana Mejia	Student

Committee Role	Name	Position
Student	Stephanie Ortega	Student

Campus Funding Summary

199 - General Operating					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies (copy paper, notebook paper, pens, map pencils, etc...)		\$50,000.00
1	1	2	Student Binders, Composition Notebooks & Other Ancillary Supplies		\$20,000.00
1	2	1	Copy Paper, Notebook Paper, Pens		\$12,047.00
1	2	2			\$4,500.00
1	3	2	Teacher Binders, Chart Post Size Paper, Poster Maker Paper		\$10,000.00
5	1	1	Princeton Review		\$6,000.00
5	1	4	Funding for Professional Development		\$5,000.00
7	2	2	Printing Materials/Brochures		\$500.00
Sub-Total					\$108,047.00
Budgeted Fund Source Amount					\$108,047.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies (copy paper, notebook paper, pens, map pencils, etc...)		\$10,903.00
1	1	2	Student Binders, Composition Notebooks & Other Ancillary Supplies	211-11-6399-2C-025-2-30	\$12,000.00
1	3	3	Tutoring Funds		\$25,000.00
1	3	4	PD Funds		\$15,000.00
1	4	3	Registration Fees to attend Professional Development	211-23-6411-00-025-2-30	\$2,000.00
5	1	1	Instructional Technology and Instructional Software	211-11-6396-00-025-2-30	\$10,000.00
5	1	2	Avid Membership fees and misc expenses.	211-13-6299-2T-025-2-30	\$3,000.00
7	1	2	Flyers and Brochures (For families & the community)		\$5,000.00
Sub-Total					\$82,903.00
Budgeted Fund Source Amount					\$67,903.00
+/- Difference					-\$15,000.00

282 - ESSER III (ARP)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1	Incentives such as t-shirts for students who complete a certain # of tutoring hours		\$25,000.00
Sub-Total					\$25,000.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$200,950.00
Grand Total Spent					\$215,950.00
+/- Difference					-\$15,000.00