Fort Worth Independent School District

001 Amon Carter-Riverside High School

2023-2024 Improvement Plan

Mission Statement

To provide the means for all students to develop skills and to master learning objectives in order to become effective, collaborative and autonomous life-long learners.

Vision

Preparing All students to fully realize their humanity.

Value Statement

Choose Carter...Stronger Together!

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Comprehensive Needs Assessment

Revised/Approved: April 20, 2023

Demographics

Demographics Summary

Demographics Summary

Carter-Riverside High School was completed in 1936, in the heart of the Riverside community. The campus became an official historical landmark in 1983, and the original main building is still standing. While the campus originally educated both junior high and high school students, it now only serves 9th-12th grade students, with students mainly feeding in from the adjacent Riverside Middle School.

Carter-Riverside has multiple programs that align with the needs and desires of our stakeholders. Sstudents have several CTE pprograms in the following career areas from which to choose: Arts, Audio Visual Technology, Communications, Business, Marketing, and Finance, Engineering, and Information Technologyy Support and Services. Beginning with the 2021-2022 school year, we opened our doors as a Pathways in Technology Early College High School focused on Cloud Technologies and Networking. Students will work with industry partners and be provided opportunities to participate in work-based experiences and earn industry certifications. Beginning with the 2023-2024 school year we will open our newest pathway with a partnership with Junior Achievement. This partnership will span throughout the entire Carter-Riverside Pyramid from our six feeder elementary schools to our only feeder middle school and ending with a career path to our CTE courses.

CRHS also offers a variety of Fine Arts programs, including Band, Choir, Mariachi, Orchestra, and Theatre, as well as multiple athletic programs.

In the spring of 2022, Carter-Riverside opened a new multi-story building to house fine arts, visual arts, media center, science, CTE, JROTC, and Athletics. Th is addition created a central campus plaza to the north of the main building and allowed for the removal of portable classrooms from the campus' west side. Work also included renovations to the main building and relocation of the baseball field and student parking lot.

School Environment

Our attendance rate dropped to 90%, this past year. Our mobility rate has increased from 12.6% the last two years to 13.8%.. The student mobility rate has been impacted by the increased number of students with attendance issues, Our annual dropout rate has also increased from 4.2% for 2020 to 5.7% for 2021, thus exacerbating the need for additional student support staff.

Students:

Carter-Riverside currently serves 1043 students, down from 1069 students in 2021-2022 and 1056 in 2020-2021. Following is our enrollment by Race/

Ethnicity:

89.4% Hispanic

3.6% African American

4.2% White

1.6% Asian

.2% American Indian

.9% Two or More Races

Student Groups:

92% of our students are economically disadvantaged, 7% higher than the district average and 31.5% higher than the state average. Our Emergent Bilingual population has grown by more than 4.9% the past two years.

Our Emergent Bilingual population has steadily increased the past two years from 33.29% to 38.1%, with a fairly consistent SPED population. STAAR data shows a continuing pattern of lower scores than their general ed. peers in both subgroups.

Demographics Strengths

* School leadership and staff have years of experience in education.

* We are a close-knit community with our only feeder middle school located next door and our six pyramid elementaries in the vacinity.

* Our new multi-story building and renovations, which houses current and new programs of study, providing our students additional academic options.

* Students are being offered college prep classes (Dual Credit, AP, OnRamps)

* We are entering our third year of P-TECH.

* We have secured a partnership with Junior Achievement that will foster career building.

* Our teachers are becoming certified to teach Dual Creditincreasing student enrollment in higher level courses.

* TIA teachers on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rates have been below 95% since 2020 with an increase in chronic absenteeism from 13.3% in 2020 to 31.6% in 2021. This is keeping the campus from reaching a distinction. **Root Cause:** Students are not connected to the learning environment.

Problem Statement 2: Special Education and Emergent Bilingual students consistently underperform on STAAR EOCs compared to the general education population. **Root Cause:** Students demonstrate a deficiency in literacy skills.

Student Learning

Student Learning Summary

Based on the 2021-2022 School Report Card, Carter-Riverside High School earned a C (77) for acceptable performance. This rating indicates that additional academic support to more students is needed. The Student Achievement score was 70, School Progress 80, and Closing the Gaps 70. These scores are an average of 2 points higher than 2020-2021 scores. We received Distinction Designations in Mathematics and Science.

STAAR data for all English I EOC testers shows a campus passing rate of 51% with EB students' passing rate 42%. The EB passing percentage is 4% lower than the previous year. This gap may indicate a need for more professional learning to support our EB students. Students receiving Special Education services make-up 9.6% of our enrollment. STAAR data shows a substantial gap between Special Education and General Education student groups with Special Education students passing percentages 25% lower than Gen Ed students. This gap indicates a need to provide more support for Special Education students and teachers.

Many of our students have low skills, fixed mindsets, poor academic habits, and limited incentives for learning. This is based on data from EOC exams and declining grades.

Our campus systemically addresses reteaching for students at-risk of failing through teacher training and collaboration in PLCs by using Studying Student Work protocols, sharing teaching best practices, and analyzing assessment data. We have more student's with psychological, emotional, economic and social needs that impact learning than we have resources to address them.

Student Learning Strengths

Students in AP courses have increased.

Students enrollment in On-Ramps and Dual Credit Courses has increased.

Students Benchmark Data has been higher than previous 2021-2022 school year in Biology and US History.

English II has seen an increase in scores as well.

Increase in STAAR data for English I, English II, US History and Biology from the previous year school year 21-22.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Data for English I EOC testers shows a campus passing rate of 51% as per the TAPR report.   **Root Cause:** The root cause is the need for more professional development for teacher in order to improve Tier 1 Instruction.

Problem Statement 2: STAAR Data for Algebra I EOC testers show a campus passing rate of 42% as per the TAPR report.   **Root Cause:** The root cause is the need for more professional development to improve Tier 1 Instruction.

School Processes & Programs

School Processes & Programs Summary

Personnel

On a year-to-year basis, CRHS has little teacher attrition, teachers that leave our campus due so as a promotion or to look for opportunities in other fields. At CRHS we attempt to hire highly certified educators to allow for upward movement with students. Teachers are generally placed based on course request: however, in specialized areas teachers are placed by strengths. A variety of resources are provided to new teachers on our campus ranging from mentors, instructional coaches, administrative assistance, and district level assistance.

Professional Practices

The campus instructional leaders take the primary roles as the curriculum liaisons to administration. Teachers of all experience and skill levels are mentored by colleagues and encouraged to expand their leadership skills set. Administrators take part in mentoring teachers and guiding them to enhance their leadership skills. Using PLCs, data from STAAR EOCs, common assessments, advanced placement scores, and academic performance drive our improvement plans and guide our discussions of student performance and root causes. When low-performance trends are observed, teachers and administrators create professional development plans to address areas of concern.

Programs/Opportunities for Students

Programs in operation include, but are not limited to: athletics, band, choir, orchestra, theater, mariachi, Networking Academy certification, art, dual enrollment, JROTC, and Advanced Placement, OnRamps, and P-Tech. A safe environment and high expectations are prioritized in these programs, and they are aligned with the District mission. All students are challenged and supported in pushing themselves. It is a school goal that all students successfully complete at least one AP/honors level course by the end of their Junior year. Multiple AP and honors courses are offered in each core subject and some electives. CRHS has an open enrollment policy for advanced classes. Teachers are also encouraged to recommend students to be moved to honors classes at semester. Teachers submit recommendations for courses in January. These recommendations allow teachers to recognize students that would be successful in honors and AP classes. We have many CTE pathways in technology and engineering that allow students to earn certifications and licensures in a wide variety of areas. We have established a PTECH program focused on Cloud Technologies and networking that incorporates dual credit courses across the STEAM spectrum. Our Go Center conducts multiple college visits each year, as well as assists students with completing FAFSA, TAFSA, and other admissions paperwork. The Go Center also assists students in career guidance and the JROTC, Counseling, and Go Center Staff connect interested students with military recruiters. An emphasis is placed on post-secondary planning by classroom teachers, whether by assigning activities that require research into potential career pathways or sharing scholarship and internship opportunities with students. We have had a Program of Choice on campus focused on technology for many years. This has allowed many students to earn certifications and licensures that allow students to gain a higher level of employment upon graduation or continuation with post-secondary education.

Procedures

The curriculum for the core courses is provided with a District or College Board supplied scope and sequence that is aligned with TEKS and/or College Board course descriptions. Teachers are allowed to deviate from District supplied lessons and practice their own pedagogical skills to develop teaching and learning as long as they cover all required TEKS. Using PLC time to look at teacher's lesson plans, gives everyone an opportunity to learn from one another. Teachers

can share their thoughts about instruction and learn new strategies to incorporate into their own instruction. Lesson plans are objective and data-driven that include critical thinking, formative assessments, and interventions/extensions. Examples of teaching strategies include, but are not limited to: literacy skills instruction, the use of random questioning, making connections to prior learning and predicting future steps, and scaffolding lessons according to individual student abilities and needs. The district at the secondary level has a standard of 1-1 in devices per student. Teachers attend professional development targeted at improving educational technology integration into classroom instructional practices. The school fosters an environment that prioritizes learning and instructional time, providing each teacher with a planning period in accordance with state law. Core teachers are members of a PLC that meet every other day in order to share best practices and solicit feedback on difficulties integrating lessons or skills into effective lessons. Master schedules are created that emphasize an effective utilization of teachers' skill sets and student needs while also paying attention to lower class sizes and less academic course preparations per teacher. Students receive equity of all available services regardless of race, ethnicity, gender, religion, orientation, learning diagnosis, or other categorization that may exist. Classroom climates of mutual respect are fostered across campus and efforts are made to ensure school and classroom policies are clearly understood by all parties. Interventions such as personal conferences between student and teacher, student and administration, or student and counseling staff are used regularly. Communication between counseling staff (counselors, intervention specialist, social workers), teachers, administrators, and students are regularly used to understand student needs in the classroom to be successful.

School Processes & Programs Strengths

Low teacher attrition

Staff continuity

Established educational processes

Advanced placement

OnRamps

Dual Credit

CTE Pathways

P-Tech

Go Center Involvement (FAFSA / T3 / Scholarships, Applications, Career Paths)

Extra Curricular Activities (Boys: Football, Baseball, Soccer, Wrestling, Basketball, Track, Cross Country, Golf, Tennis / Girls: Volleyball Flag Football, Soccer, Softball, Basketball, Wrestling, Track, Cross Country, Golf, Tennis)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: CCMR has been low on campus with a 62% for the 22-23 school year.   **Root Cause:** Lack of preparation for students to meet CCMR reports.

Problem Statement 2 (Prioritized): TSIA testing scores are low on campus. 6% of the overall population received qualifying scores in reading/writing and 5% received qualify scores in math for the 22-23 school year.   **Root Cause:** Lack of student preparation in TSIA skills and testing strategies.

Perceptions

Perceptions Summary

Our attendance rate for the 22-23 school year has dropped to 91.1 % across all student categories. There is less than one percent of a difference in drop out rates among student groups.

Overall Attendance Rates for the 22-23 School Year

1st Six Weeks 94

2nd Six Weeks 93

3rd Six Weeks 88

1st Semester 91

4th Six Weeks 90

5th Six Weeks 90

However, there is a significant difference in graduation rates between 2020 at 83.7% and 2021 75.3% . We have a small turnover rate of teachers from year to year. We have a strong working relationship between our Go Center staff and our parents when it comes to preparing for college enrollment and financial aid.

Perceptions Strengths

Go Center Involvement

Post Secondary Success Coach

Yearly Increase in Fine Arts and Athletics

Celebration of Staff

A/B Honor Celebrations

Student of the Month

Teacher of the Month

Employee of the Month

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The low number of students participating in extracurricular activities.   **Root Cause:** The need for vertical articulation and student and staff involvement (programming, marketing, recruitment) within the pyramid structure.

Problem Statement 2 (Prioritized): The low number of parent participation in campus events.   **Root Cause:** The need to engage parents through different events and avenues to ensure parent participation.

Priority Problem Statements

Problem Statement 1: Student attendance rates have been below 95% since 2020 with an increase in chronic absenteeism from 13.3% in 2020 to 31.6% in 2021. This is keeping the campus from reaching a distinction.

Root Cause 1: Students are not connected to the learning environment.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR Data for English I EOC testers shows a campus passing rate of 51% as per the TAPR report.

Root Cause 2: The root cause is the need for more professional development for teacher in order to improve Tier 1 Instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: TSIA testing scores are low on campus. 6% of the overall population received qualifying scores in reading/writing and 5% received qualify scores in math for the 22-23 school year.

Root Cause 3: Lack of student preparation in TSIA skills and testing strategies.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The low number of parent participation in campus events.

Root Cause 4: The need to engage parents through different events and avenues to ensure parent participation.

Problem Statement 4 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

District Goals

Revised/Approved: May 18, 2023

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

School Performance Objective 1: Increase the percentage of first testers who score at Meets or above on STAAR English I EOC from 25% to 40% by May 2024.
Increase the percentage of EB students who score at Meets or above on STAAR English I EOC from 15% to 25% by May 2024.

High Priority

Evaluation Data Sources: Review benchmark data / STAAR EOC scores

Strategy 1: Improve the quality of Tier 1 Instruction through PLCs in all content areas to include culturally responsive and linguistically accommodated instruction.

Strategy's Expected Result/Impact: Increase in teacher proficiency in Balanced Literacy working with EB students.

Staff Responsible for Monitoring: Administration / Data Analysts / IC / ILT

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Increase teacher Tier 1 Instruction through data understanding via lesson planning, common assessments, data tracking, team planning, data meetings and data desegregation in PLCs and PD.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Data Analysts **Date(s) / Timeframe:** Biweekly **Collaborating Departments:** ADQ / Curriculum Department **Delivery Method:** PLC presentations / discussions **Funding Sources:** Data Analyst - Lauren Hudson - Title I (211) - 211-13-6119-04N-001-30-510-000000-24F10 - $81,190, Data Analyst - Karen Hightshoe - Title I (211) - 211-13-6119-04N-001-30-510-000000-24F10 - $87,890, General Supplies - Gifted & Talented (199 PIC 21) - - $2,987				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance rates have been below 95% since 2020 with an increase in chronic absenteeism from 13.3% in 2020 to 31.6% in 2021. This is keeping the campus from reaching a distinction.   **Root Cause**: Students are not connected to the learning environment.
Student Learning
Problem Statement 1: STAAR Data for English I EOC testers shows a campus passing rate of 51% as per the TAPR report.   **Root Cause**: The root cause is the need for more professional development for teacher in order to improve Tier 1 Instruction.

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

School Performance Objective 2: Increase the percentage of 10th and 11th grade students who meet the grade level benchmark in Reading/Writing on PSAT 33% / 33% to 40% by May 2024.

> **High Priority**
>
> **HB3 District Goal**
>
> **Evaluation Data Sources:** PSAT test results
> MSQT test results

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

> **Strategy's Expected Result/Impact:** Increase student achievement scores on PSAT testing
>
> **Staff Responsible for Monitoring:** Administration / Post Secondary Success Coach / Teachers
>
> **Title I:**
> 2.4, 2.5, 2.6
> - **TEA Priorities:**
> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
> - **ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
> - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
>
> **Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Learning Walks with Instructional Leadership Team - set goals for non-negotiables regarding following Profile of a Classroom expectations, preparing students in PSAT skills and testing strategies.	**Formative**			**Summative**
Intended Audience: Core Teachers	**Nov**	**Jan**	**Mar**	**June**

Provider / Presenter / Person Responsible: Administration / Data Analyst / ILT / Instructional Team / Freshman Success Coach / PSS

Date(s) / Timeframe: Weekly / Bi-Weekly

Collaborating Departments: Curriculum Department

Delivery Method: Presentation / WalkThroughs

Funding Sources: Substitutes for PD - Title I (211) - 211-11-6112-0PD-001-30-510-000000-24F10 - $3,948, Substitutes for supplemental Instruction - Title I (211) - 211-11-6112-04N-001-30-510-000000-24F10 - $7,000

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

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance rates have been below 95% since 2020 with an increase in chronic absenteeism from 13.3% in 2020 to 31.6% in 2021. This is keeping the campus from reaching a distinction.   **Root Cause**: Students are not connected to the learning environment.

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

School Performance Objective 1: Increase the percentage of testers who score at Meets or above on STAAR Algebra I EOC from 10% to 20% by May 2024 and increase the percentage of EB students who score at Meets or above on STAAR Algebra I EOC from 8% to 15% by May 2024.

High Priority

Evaluation Data Sources: Algebra I EOC Scores

Strategy 1: Develop the capacity of teachers across content areas to implement Disciplinary Literacy and Q-TEL strategies.

Strategy's Expected Result/Impact: Increase STAAR results

Staff Responsible for Monitoring: Admin / Teachers / ILT / PSS

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Provide professional development trainings, conferences for teachers to increase emergent bilingual student scores and teachers foundations of writing to help students justify solutions.	**Formative**			**Summative**
Intended Audience: Teachers / Admin **Provider / Presenter / Person Responsible:** Professional Development / District Staff / Admin **Date(s) / Timeframe:** Year Long **Delivery Method:** Presentations **Funding Sources:** Professional Development - Title I (211) - 211-13-6411-04N-001-30-510-000000-24F10 - $5,000, Professional Development - Title I (211) - 211-13-6239-04N-001-30-510-000000-24F10 - $2,000, Professional Development for Teachers - SCE (199 PIC 24) - 199-13-6239-001-001-24-243-000000- - $4,000, Math Tutor - SCE (199 PIC 24) - 199-13-6117-001-001-24-243-000000- - $7,000, Supplies for students and teachers - SCE (199 PIC 24) - 199-11-6399-001-001-24-243-000000- - $3,365	**Nov**	**Jan**	**Mar**	**June**

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

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance rates have been below 95% since 2020 with an increase in chronic absenteeism from 13.3% in 2020 to 31.6% in 2021. This is keeping the campus from reaching a distinction.   **Root Cause**: Students are not connected to the learning environment.

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

School Performance Objective 2: Increase the percentage of 10th and 11th grade students who meet the grade level benchmark in Mathematics on PSAT from 16% / 18% to 30% by May 2024.

> **High Priority**
>
> **HB3 District Goal**
>
> **Evaluation Data Sources:** PSAT test results
> MSQT test results

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative assessments from the curriculum framework.

> **Strategy's Expected Result/Impact:** Increase student scores on PSAT
>
> **Staff Responsible for Monitoring:** Admin / IC / Data Analysts / PSS
>
> **Title I:**
> 2.4, 2.5, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math, Connect high school to career and college
> - **ESF Levers:**
> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments
> - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
>
> **Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Promote and encourage the administration, interpretation, and application of MAPs (BOY, MOY, EOY) and other sources of data to inform present levels of performance, instructional programming, CIP goals, targets and professional learning.		Formative			Summative
		Nov	Jan	Mar	June
Intended Audience: Teachers					
Provider / Presenter / Person Responsible: Admin / Data Analyst / Teachers					
Date(s) / Timeframe: Year Long					
Collaborating Departments: ADQ / Curriculum Department					
Delivery Method: PLCs					
Funding Sources: Supplies and Materials - Title I (211) - 211-11-6399-04N-001-30-510-000000-24F10 - $9,920, Supplies and Materials for Sp Ed Students and Teachers - SPED (199 PIC 23) - - $9,841, Supplies and Materials for CTE teachers and students - CTE (199 PIC 22) - - $8,718					
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue		

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: STAAR Data for English I EOC testers shows a campus passing rate of 51% as per the TAPR report. **Root Cause**: The root cause is the need for more professional development for teacher in order to improve Tier 1 Instruction.

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

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 62% to 80% by May 2024. Increase the percentage of CTE Certification students from 3% to 25% by May 2024.

> **Evaluation Data Sources:** CTE Certification Tests

Strategy 1: Align programs, resources and support systems for existing academic advising focusing on all students to increase the percentage rate of CCMR.

> **Strategy's Expected Result/Impact:** Increase of CCMR (certifications)
>
> **Staff Responsible for Monitoring:** Admin / ILT / IC
>
> **Title I:**
> 2.4, 2.5, 2.6
> **- TEA Priorities:**
> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
> **- ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
> **- Results Driven Accountability**
>
> **Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Sustaining a campus culture around CCMR/ weekly monitoring, meetings, and testing students in certified fields.	**Formative**			**Summative**
Intended Audience: CTE Teachers / PSS / Data Analysts **Provider / Presenter / Person Responsible:** Admin., / PSS **Date(s) / Timeframe:** Year Long **Collaborating Departments:** Curriculum / CTE / ADQ **Delivery Method:** Presentations training **Funding Sources:** Supplies and Materials - Title I (211) - 211-11-6399-04N-001-30-510-000000-24F10 - $10,000, MacBooks - Title I (211) - 211-11-6396-04N-001-30-510-000000-24F10 - $8,718, Supplies and Materials for CTE students and Teachers for CCMR - CTE (199 PIC 22) - - $10,000	**Nov**	**Jan**	**Mar**	**June**

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

School Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: TSIA testing scores are low on campus. 6% of the overall population received qualifying scores in reading/writing and 5% received qualify scores in math for the 22-23 school year.   **Root Cause**: Lack of student preparation in TSIA skills and testing strategies.

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

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 49% to 60% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Students receiving credits / Freshman Success Data

Strategy 1: Freshman Success Coach working with 9th grade teachers through bi-weekly meetings to ensure students are on target.

Strategy's Expected Result/Impact: Increase in students receiving high school credits and staying on track to graduate.

Staff Responsible for Monitoring: Freshman Success Coach / Teachers / Admin.

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Results Driven Accountability**

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Creating and maintaining a yearly calendar focused on meetings with Freshman Success Coach to discuss student data and progress. Ensuring students are on track towards graduation with providing CCMR opportunities.	**Formative**			**Summative**
Intended Audience: 9th Grade Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Freshman Success Coach				
Date(s) / Timeframe: Year Long				
Collaborating Departments: All Contents / ADQ				
Delivery Method: Presentation / Data Desegregations				
Funding Sources: Extra Duty Pay after hours - for PD - Title I (211) - 211-11-6116-0PD-001-30-510-000000-24F10 - $8,000				

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

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Student attendance rates have been below 95% since 2020 with an increase in chronic absenteeism from 13.3% in 2020 to 31.6% in 2021. This is keeping the campus from reaching a distinction.   **Root Cause**: Students are not connected to the learning environment.

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) Increase the attendance rate from 90% to 95% by May 2024..

Strategy 1: Review and monitor campus ADA student data for consecutive absences. Provide interventions before 10 consecutive absences.

    Strategy's Expected Result/Impact: Increase Student Attendance Data

    Staff Responsible for Monitoring: Admin Team / Teachers / Attendance Clerk

    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

    Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Create the MTSS team, focus on students with excessive absences / hold bi-weekly meetings and target interventions for students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Intended Audience: Admin Team / Teachers / Students / Parents
   Provider / Presenter / Person Responsible: Admin Team / Counselors / Data Analyst / Teachers / Nurse
   Date(s) / Timeframe: Year Long
   Collaborating Departments: Special Programs
   Delivery Method: Meetings / discussions
 	
   Funding Sources: Family Engagement Specialist Travel - Parent Engagement - 211-61-6411-04L-001-30-510-000000-24F10 - $2,000, Student Travel - Parent Engagement - 211-61-6412-04L-001-30-510-000000-24F10 - $2,000, Snacks - Parent Engagement - 211-61-6499-04L-001-30-510-000000-24F10 - $1,000, Supplies - Parent Engagement - 211-61-6399-04L-001-30-510-000000-24F10 - $1,168				

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

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Student attendance rates have been below 95% since 2020 with an increase in chronic absenteeism from 13.3% in 2020 to 31.6% in 2021. This is keeping the campus from reaching a distinction.   **Root Cause**: Students are not connected to the learning environment.

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

School Performance Objective 2: Increase student and parent engagement to create and sustain a positive school culture. We will participate in 5 or more key strategic events and programs.

Evaluation Data Sources: Yearly Calendar

Strategy 1: Establish partnerships with outside agencies to provide parents, staff and students with professional learnings to increase parent engagement.

Strategy's Expected Result/Impact: Increase in parent participation on campus.

Staff Responsible for Monitoring: Family Engagement Specialist

Title I:
4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture
 - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Parent Meetings and content meetings to ensure students and parents stay engaged and aware of schools vision and mission.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Parents Students **Provider / Presenter / Person Responsible:** Admin. / Family Engagement Specialist / Teachers **Date(s) / Timeframe:** Year Long **Collaborating Departments:** Family Resource Center / CIS **Delivery Method:** Meetings **Funding Sources:** Family Engagement Specialist - Maria Castro - Title I (211) - 211-61-6129-04L-001-30-510-000000-24F10 - $52,052, Family Meeting Supplies - Title I (211) - 211-61-6399-04L-001-30-510-000000-24F10 - $6,168, Snacks for Parents - Title I (211) - 211-61-6499-04L-001-30-510-000000-24F10 - $3,000, Family Engagement Specialist Before/After School Extra Duty - Title I (211) - 211-61-6116-04L-001-30-510-000000-24F10 - $2,625.39				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: The low number of parent participation in campus events. **Root Cause**: The need to engage parents through different events and avenues to ensure parent participation.

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Data Analyst - Lauren Hudson	Data Analyst	211-13-6119-04N-001-30-510-000000-24F10	$81,190.00
1	1	1	1	Data Analyst - Karen Hightshoe	Data Analyst	211-13-6119-04N-001-30-510-000000-24F10	$87,890.00
1	2	1	1	Substitutes for PD	Subs for professional development	211-11-6112-0PD-001-30-510-000000-24F10	$3,948.00
1	2	1	1	Substitutes for supplemental Instruction	Subs for supplemental instruction	211-11-6112-04N-001-30-510-000000-24F10	$7,000.00
2	1	1	1	Professional Development	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-001-30-510-000000-24F10	$5,000.00
2	1	1	1	Professional Development	Contracted regional education service center	211-13-6239-04N-001-30-510-000000-24F10	$2,000.00
2	2	1	1	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04N-001-30-510-000000-24F10	$9,920.00
3	1	1	1	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04N-001-30-510-000000-24F10	$10,000.00
3	1	1	1	MacBooks	Technology for instructional use	211-11-6396-04N-001-30-510-000000-24F10	$8,718.00
3	2	1	1	Extra Duty Pay after hours - for PD	Extra duty pay for PD after hours	211-11-6116-0PD-001-30-510-000000-24F10	$8,000.00
4	2	1	1	Family Meeting Supplies	Supplies and materials for parental involvement	211-61-6399-04L-001-30-510-000000-24F10	$6,168.00
4	2	1	1	Family Engagement Specialist Before/After School Extra Duty	Extra duty for family engagement activities after hours	211-61-6116-04L-001-30-510-000000-24F10	$2,625.39
4	2	1	1	Family Engagement Specialist - Maria Castro	Family Engagement Specialist	211-61-6129-04L-001-30-510-000000-24F10	$52,052.00
4	2	1	1	Snacks for Parents	Snacks for parents to promote participation	211-61-6499-04L-001-30-510-000000-24F10	$3,000.00
						Sub-Total	$287,511.39
						Budgeted Fund Source Amount	$287,511.39
						+/- Difference	$0.00

SCE (199 PIC 24)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
2	1	1	1	Supplies for students and teachers	Supplies and materials for instructional use	199-11-6399-001-001-24-243-000000-	$3,365.00
2	1	1	1	Math Tutor	Tutors with degree or certified	199-13-6117-001-001-24-243-000000-	$7,000.00
2	1	1	1	Professional Development for Teachers	Contracted regional education service center (no PD)	199-13-6239-001-001-24-243-000000-	$4,000.00
						Sub-Total	$14,365.00
						Budgeted Fund Source Amount	$14,365.00
						+/- Difference	$0.00
Parent Engagement							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Family Engagement Specialist Travel	Travel - Employee for parental involvement	211-61-6411-04L-001-30-510-000000-24F10	$2,000.00
4	1	1	1	Student Travel	Travel - Student for parental involvement	211-61-6412-04L-001-30-510-000000-24F10	$2,000.00
4	1	1	1	Supplies	Supplies and materials for parental involvement	211-61-6399-04L-001-30-510-000000-24F10	$1,168.00
4	1	1	1	Snacks	Snacks for Parents to promote participation	211-61-6499-04L-001-30-510-000000-24F10	$1,000.00
						Sub-Total	$6,168.00
						Budgeted Fund Source Amount	$6,168.00
						+/- Difference	$0.00
Gifted & Talented (199 PIC 21)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	General Supplies	GENERAL SUPPLIES		$2,987.00
						Sub-Total	$2,987.00
						Budgeted Fund Source Amount	$2,987.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	$0.00

CTE (199 PIC 22)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Supplies and Materials for CTE teachers and students	GENERAL SUPPLIES		$8,718.00
3	1	1	1	Supplies and Materials for CTE students and Teachers for CCMR	GENERAL SUPPLIES		$10,000.00
						Sub-Total	$18,718.00
						Budgeted Fund Source Amount	$18,718.00
						+/- Difference	$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Supplies and Materials for Sp Ed Students and Teachers	GENERAL SUPPLIES		$9,841.00
						Sub-Total	$9,841.00
						Budgeted Fund Source Amount	$9,841.00
						+/- Difference	$0.00
						Grand Total Budgeted	$339,590.39
						Grand Total Spent	$339,590.39
						+/- Difference	$0.00