

Fort Worth Independent School District
008 North Side High School
2024-2025 Campus Improvement Plan



Mission Statement

We will empower ALL students to take ownership of their educational journey to become life-long learners and improve their lives, community, and the world around them.

Vision

Our vision is to inspire lifelong learners who are empowered to positively impact their communities and thrive in a rapidly changing world through excellence in education and character development.

Value Statement

Success

Trust

Empowerment

Excellence

Responsibility

Spirit

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Comprehensive Needs Assessment

Revised/Approved: February 13, 2024

Demographics

Demographics Summary

Fort Worth Community and School District

Fort Worth, the most typically Texan of all Texan cities, began as a small outpost on a lonely frontier. Today, this metropolitan area of more than 600,000 people blends its cattle and oil heritage seamlessly with an ever-growing, diverse array of new businesses and industries. North Side High School is a 5A urban school in Texas' fourth largest city.

NSHS Ethnicity

The student body is 94% Hispanic, 3% African American, 1% Caucasian, .5% Asian, and .5% Native American. There are students who are first generation high school graduates, and students who immigrated from other countries. North Side High School encompasses one of Fort Worth's oldest neighborhoods.

NSHS Special Programs

North Side High School is a Medical Professions P-TECH, Early College High School Model. Students in Medical P-TECH have the opportunity to graduate with industry certification and an associates degree from Tarrant County College. NSHS also offers automotive, cosmetology, mariachi, and culinary programs.

Advanced Course Offerings

North Side High School offers many opportunities for students to receive college credits. Students can take Advance Placement, On Ramps Dual Enrollment with UT Austin, and Dual Credit Classes through Tarrant County College.

Colleges attended by Recent Graduates

- Abilene Christian University
- Angelo State
- College of Wooster
- Culinary Institute of America
- Drexel University
- Duke University
- Emory University
- Harvard College
- Johns Hopkins
- Notre Dame
- Penn State
- Stanford University
- Tarleton University
- Texas A&M University

- TCU
- Texas State University
- Texas Tech University
- Texas Wesleyan
- Texas Woman's University
- University of North Texas
- UT Arlington
- UT Austin
- UT San Antonio
- University of Houston

Demographics Strengths

North Side High School's dominant strength is our immersive partnership with the community. Almost one hundred years of graduates have filed through our hallowed hallways and gone on to be members of our Northside Community. The Alumni Association and The Legacy Foundation, supports our student organizations and faculty by creating an environment that encourages each student to become productive citizens and lifelong learners in a multicultural society. Our community also supports our students by providing immersive experience opportunities such as internships at our feeder elementary schools for future teachers, hands-on nursing experiences at the nursing home for our CNA students, and hotel management internships at a downtown hotel for our Hotel Management minded students. These opportunities are in addition to our schoolwide AVID program, JROTC, and Fine Arts. Our North Side students begin making post secondary plans during their sophomore year with the Go Center in addition to career day events, college visits, and military visits.

Problem Statements Identifying Demographics Needs

Problem Statement 1: North Side High School's graduation rate is 86% with the highest percentage of students failing to matriculate between freshman and sophomore year. **Root Cause:** First year freshmen go from a semi-structured middle school environment to a high school campus that requires intrinsic motivation to make positive decisions such as attending class, completing assignments, and creating relationships with peers.

Problem Statement 2: North Side HS's population is 93% Hispanic and 93% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations. In general, students lack mastery of language acquisition. **Root Cause:** Some of our students have demonstrated apathy, a lack of interest in their education and in learning, advocacy, that lead to yielding to Many students struggle with communication in all forms. We have many students who struggle with refugee integration.

Problem Statement 3 (Prioritized): Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary. **Root Cause:** English is not the primary language spoken at home and academic vocabulary is only interacted with at school.

Student Learning

Student Learning Summary

- 60% increase in the number of students taking Dual Credit courses.
- English I STAAR scores decreased by 6%.
- SPED English I STAAR scores increased by 5%.
- EB English I STAAR scores decreased by 6%.
- English 2 STAAR scores decreased by 13%.
- SPED English 2 STAAR scores increased by 7%
- EB English 2 STAAR scores decreased by 7%
- English 2 Interim assessment scores increased in all areas
- Algebra I STAAR scores increased by 13%
- SPED Algebra I scores increased by 7%
- EB Algebra I scores decreased by 2%

Student Learning Strengths

Visitors to North Side High School often praise the students for their respectful and generally sweet-natured behavior. Within well-structured classrooms, students demonstrate proficiency in asking thoughtful, higher-level thinking questions and engaging in collaborative discussions. This environment fosters meaningful interactions and enhances the learning experience for everyone involved.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 4-9% below all students. **Root Cause:** EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.

Problem Statement 2 (Prioritized): EB students scores on TELPAS and STAAR need to be raised by 10% **Root Cause:** Teachers need professional development towards language acquisition and fluency. Many families speak a language other than English at home and therefore only encounter English at school.

Problem Statement 3 (Prioritized): Achievement on all STAAR EOC assessments for students identified as Special Education must increase 20%. **Root Cause:** Special education inclusion teachers must be trained in best practices for working with identified students and differentiated instruction; SPED inclusion teachers do not consistently engage actively in classroom instruction.

School Processes & Programs

School Processes & Programs Summary

Students are able to learn from direct instruction and engage in hands-on application of learning without leaving North Side High School. Our teachers are professional educators with industry experience to teach students the ideal way and any alternative ways to apply the new knowledge. Along with updated facilities, our school has put an emphasis on professional learning communities (PLC) for teachers, by ensuring they are embedded within the master schedule. This allows teachers time to deepen their knowledge through collaboration, dive into data driven instruction, develop Tier-One instruction, and plan for interventions for students struggling with specific concepts. There has been a direct correlation between teacher engagement in the PLC process and student success in the classroom.

School Processes & Programs Strengths

At North Side HS, we prioritize fostering a climate of peer collaboration, positivity, and student focus, ensuring that the principles of PLC are upheld to the highest standard. Our state-of-the-art CTE facilities, including automotive, cosmetology, and engineering labs, provide students with hands-on learning experiences that prepare them for future success. Additionally, we offer a comprehensive school-wide AVID program, further enhancing our commitment to academic excellence and student support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Differentiating learning in the classroom for SE students who score at Meets or above on STAAR English I from 9% to 15%. **Root Cause:** Teachers do not have the skills needed to differentiate learning and need professional development to increase their skill level.

Problem Statement 2 (Prioritized): Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. **Root Cause:** Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Problem Statement 3: Students success rate on industry certifications is 22% and need to increase by 20%. **Root Cause:** Teachers cannot readily adjust curriculum and lesson alignment to industry certification exams.

Perceptions

Perceptions Summary

1. The district emphasis on defining systems and structures in which should be implemented on campus to improve outcomes for students in attendance, discipline incidents and equitable access to resources will help support the success of students. This new implementation will ensure a higher degree of accountability which enhances professional performance and student outcomes. We believe this proactive approach will promote a culture of positive interactions between staff, students and community.
2. The atmosphere at North Side HS has been described as a family atmosphere.
3. Teachers facilitate professional development to their peers.
4. Teachers are engaged in the PLC process and report enhanced student engagement and improved outcomes on assessments.
5. The campus incorporates a proactive approach to promote a culture of respectfulness between staff, students and community.
3. We insure our front office staff is bilingual to meet the needs of the community.

Perceptions Strengths

Teachers at North Side HS engage in collaborative learning during professional development sessions, creating a culture of mutual support and growth. Complementing this, the school boasts a vibrant PTA, ensuring strong community support. Renowned for its multicultural programs, such as the nationally recognized mariachi program, North Side celebrates diversity and cultural richness. Additionally, the school takes pride in the robust CTE programs led by experienced teachers with industry expertise, equipping students with valuable skills for their future endeavors.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents/guardians/community are not highly involved in activities/events in which supports an increase in student achievement and school performance.

Root Cause: There is a lack of consistency in communication and delivery to parents/guardians/community in which results in parents/guardians/community to be disconnected, uninformed with low involvement.

Problem Statement 2: Student attendance has decreased by 1.6 percentage points to 92.7% at the end of the first semester. **Root Cause:** Attendance is impacted by student apathy, and students being employed during the school day to help the family unit. This would be countered with identified schoolwide strategies for engagement, and master calendar monthly family engagement activities for parents to engage with school personnel.

Priority Problem Statements

Problem Statement 1: Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504.

Root Cause 1: Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Achievement on all STAAR EOC assessments for students identified as Special Education must increase 20%.

Root Cause 2: Special education inclusion teachers must be trained in best practices for working with identified students and differentiated instruction; SPED inclusion teachers do not consistently engage actively in classroom instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: EB students scores on TELPAS and STAAR need to be raised by 10%

Root Cause 3: Teachers need professional development towards language acquisition and fluency. Many families speak a language other than English at home and therefore only encounter English at school.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary.

Root Cause 4: English is not the primary language spoken at home and academic vocabulary is only interacted with at school.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 4-9% below all students.

Root Cause 5: EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Differentiating learning in the classroom for SE students who score at Meets or above on STAAR English I from 9% to 15%.

Root Cause 6: Teachers do not have the skills needed to differentiate learning and need professional development to increase their skill level.

Problem Statement 6 Areas: School Processes & Programs

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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 benchmark or common assessments data

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
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- 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 engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: June 18, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 19% to 25% by May 2025.

Increase the percentage of African American students from 10% to 18% by May 2025.

Evaluation Data Sources: PSAT

Strategy 1: Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: Increase the percentage of students who meet the grade level benchmark in reading on PSAT.

Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide supplies and materials for PLCs Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, Instructional Coaches Date(s) / Timeframe: August-May 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Provide supplies and materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-008-99-243-000000- - \$5,390	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide supplies and materials to aid learning for all EB students Intended Audience: EB students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: August-April 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Supplies and Materials - TITLE I (211) - 211-11-6399-04N-008-30-510-000000-25F10 - \$7,000	Formative		Summative	
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Emphasize teacher support with EB and AVID training and tier one lesson planning in the areas of language acquisition, EB strategies, and being culturally responsive to our student needs.

Strategy's Expected Result/Impact: Improve TELPAS scores

Staff Responsible for Monitoring: Administrators, Instructional Coaches

Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Teacher training for EB and AVID strategies Intended Audience: Teachers and Admin Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: July-June 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Travel for Teachers (PD) - TITLE I (211) - 211-13-6411-04N-008-30-510-000000-25F10 - \$29,700, Travel for Principal and Assistant Principals (PD) - TITLE I (211) - 211-23-6411-04N-008-30-510-000000-25F10 - \$13,000	Formative		Summative	
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 3: Provide online SAT study materials for students to assist with increasing their knowledge in math for the PSAT and SAT.

Strategy's Expected Result/Impact: Increase PSAT and SAT math scores

Staff Responsible for Monitoring: Administrators

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Purchase online materials Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: July-May 2025 Collaborating Departments: None Delivery Method: In person Funding Sources: Online Instructional Materials - BASIC (199 PIC 11) - 199-11-6321-XXX-008-11-243-000000- - \$24,440	Formative		Summative	
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary. Root Cause: English is not the primary language spoken at home and academic vocabulary is only interacted with at school.
Student Learning
Problem Statement 2: EB students scores on TELPAS and STAAR need to be raised by 10% Root Cause: Teachers need professional development towards language acquisition and fluency. Many families speak a language other than English at home and therefore only encounter English at school.
School Processes & Programs
Problem Statement 2: Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. Root Cause: Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.





Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I to 35% by May 2025.
Increase the percentage of economically disadvantaged students on our campus to 35% by May 2025.

High Priority

Strategy 1: Daily use of high quality instructional materials.

- Strategy's Expected Result/Impact:** To increase student achievement in English I STAAR scores.
- Staff Responsible for Monitoring:** Administrators, Dean of Instruction, Instructional Coaches, Teachers
- Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
- Problem Statements:** Student Learning 1 - School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Purchase supplies and materials to address instructional gaps for all students. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: July-April 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Supplies and materials - GT (199 PIC 21) - \$2,000, Supplies and materials - CTE (199 PIC 22) - \$6,000, Supplies and materials - SPED (199 PIC 23) - \$4,757, Supplies and materials - BASIC (199 PIC 11) - 199-11-6399-XXX-008-11-243-000000- - \$10,000, Supplies and materials - BEA (199 PIC 25) - 199-11-6399-001-008-25-243-000000 - \$2,000		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ink for classroom printers Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August-April 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Ink for classroom printers - GT (199 PIC 21) - \$2,000, Ink for classroom printers - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-008-99-243-000000- - \$20,000	Formative		Summative	
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Hire a Title I teacher to decrease class size in STAAR tested subjects.

Strategy's Expected Result/Impact: Decrease student/teacher ration in English classes.

Staff Responsible for Monitoring: Administrators

Title I:

2.4, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 2: Strategic Staffing

Problem Statements: Demographics 3 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Hire a Title I teacher Intended Audience: Students Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: July 2024 Collaborating Departments: None Delivery Method: In Person Funding Sources: Title I teacher - TITLE I (211) - 211-11-6119-04N-008-30-510-000000-25F10 - \$69,525	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Demographics**

Problem Statement 3: Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary. **Root Cause:** English is not the primary language spoken at home and academic vocabulary is only interacted with at school.

Student Learning

Problem Statement 1: The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 4-9% below all students. **Root Cause:** EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.

School Processes & Programs**Problem Statement 2:**

Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. **Root Cause:** Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II to 45% by May 2025.
Increase the percentage of economically disadvantaged students to 45% by May 2025.

High Priority

Strategy 1: Daily use of high quality instructional materials.

Strategy's Expected Result/Impact: To increase student achievement in English I STAAR scores.

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches, Teachers

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1 - School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Purchase supplies and materials to address instructional gaps for all students. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: July-April 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Supplies and Materials - GT (199 PIC 21) - \$2,000, Supplies and Materials - CTE (199 PIC 22) - \$6,000, Supplies and Materials - BEA (199 PIC 25) - 199-11-6399-001-008-25-243-000000 - \$1,000, Supplies and Materials - SPED (199 PIC 23) - \$8,000, Supplies and Materials - BASIC (199 PIC 11) - 199-11-6399-XXX-008-11-243-000000- - \$10,000		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategy 2: Provide tutoring for all students.

Strategy's Expected Result/Impact: Increase scores on EOC and TELPAS.

Staff Responsible for Monitoring: Teachers, Administrators

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 1, 2

Action Step 1 Details		Reviews			
Action Step 1: Provide tutoring for all students Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August - April 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Tutoring - BEA (199 PIC 25) - 199-11-6116-001-008-25-243-000000 - \$3,684		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategy 3: Hire a Title I teacher to decrease class size in STAAR tested subjects.

Strategy's Expected Result/Impact: Decrease student/teacher ration in English classes.





Staff Responsible for Monitoring: Administrators

Title I:
2.4, 2.6

- **TEA Priorities:**
Recruit, support, retain teachers and principals

- **ESF Levers:**
Lever 2: Strategic Staffing

Problem Statements: Demographics 3 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Hire a Title I teacher Intended Audience: Students Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: July 2024 Collaborating Departments: None Delivery Method: In Person Funding Sources: Title I teacher - TITLE I (211) - 211-11-6119-04N-008-30-510-000000-25F10 - \$62,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Title I Resource TA to assist students in a small group setting. Intended Audience: Students Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August-April 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Title I TA Resource T I - TITLE I (211) - 211-11-6129-04N-008-30-510-000000-25F10 - \$25,987.61	Formative		Summative	
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary. Root Cause: English is not the primary language spoken at home and academic vocabulary is only interacted with at school.
Student Learning
Problem Statement 1: The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 4-9% below all students. Root Cause: EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.
Problem Statement 2: EB students scores on TELPAS and STAAR need to be raised by 10% Root Cause: Teachers need professional development towards language acquisition and fluency. Many families speak a language other than English at home and therefore only encounter English at school.

School Processes & Programs

Problem Statement 2:
Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. **Root Cause:** Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 19% to 25% by May 2025.
Increase the percentage of African American students from 10% to 18% by May 2025.

Strategy 1: Provide after school tutoring to assist with increasing PSAT math scores.

Strategy's Expected Result/Impact: Increase scores for PSAT math

Staff Responsible for Monitoring: Teachers

Title I:
2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Offer after school tutoring to improve PSAT scores Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Sept.-March Collaborating Departments: None Delivery Method: In Person		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>					

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2:
Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. **Root Cause:** Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of first time testers who score at Approaches or above on STAAR Algebra I from 62% to 72% by May 2025. Increase the percentage of SPED students from 35% to 40% by May 2025.

Evaluation Data Sources: None

Strategy 1: Daily use of high quality instructional materials.

Strategy's Expected Result/Impact: To increase student achievement in Algebra I STAAR scores.

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: Purchase supplies and materials to address instructional gaps for all students. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: July-April 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Supplies and Materials - GT (199 PIC 21) - \$131, Supplies and Materials - CTE (199 PIC 22) - \$6,000, Supplies and Materials - BASIC (199 PIC 11) - 199-11-6399-XXX-008-11-243-000000- - \$10,000, Provide Technology for teachers - UNDISTRIBUTED (199 PIC 99) - 199-12-6396-XXX-008-99-243-000000- - \$14,050, Purchase cooking supplies for RISE classrooms - SPED (199 PIC 23) - \$1,000		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Hire a TA I HS to assist with small group settings for students. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: August-May 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: TA I HS - TITLE I (211) - 211-11-6129-04N-008-30-510-000000-25F10 - \$22,766.81	Formative		Summative	
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Strategy 2: Provide tutoring for all students.

Strategy's Expected Result/Impact: Increase EOC and TELPAS Scores.

Staff Responsible for Monitoring: Administrators

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Provide tutoring to students outside of the school day. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August-April 2025 Collaborating Departments: None Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide Snacks and Incentives for STAAR Rocking Review. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Spring 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Snacks and Incentives for STAAR tutoring - TITLE I (211) - 211-11-6499-04N-008-30-510-000000-25F10 - \$4,959.58	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 3: Hire a Title I teacher to decrease class size in STAAR tested subjects

Strategy's Expected Result/Impact: Decrease student/teacher ratio in Math classes.

Staff Responsible for Monitoring: Administrator

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Hire Title I teacher Intended Audience: Students Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: July 2024 Collaborating Departments: None Delivery Method: In Person Funding Sources: Title I Teacher - TITLE I (211) - 211-11-6119-04N-008-30-510-000000-25F10 - \$62,500	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 4-9% below all students. **Root Cause:** EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.

Problem Statement 2: EB students scores on TELPAS and STAAR need to be raised by 10% **Root Cause:** Teachers need professional development towards language acquisition and fluency. Many families speak a language other than English at home and therefore only encounter English at school.

Problem Statement 3: Achievement on all STAAR EOC assessments for students identified as Special Education must increase 20%. **Root Cause:** Special education inclusion teachers must be trained in best practices for working with identified students and differentiated instruction; SPED inclusion teachers do not consistently engage actively in classroom instruction.

School Processes & Programs

Problem Statement 1: Differentiating learning in the classroom for SE students who score at Meets or above on STAAR English I from 9% to 15%. **Root Cause:** Teachers do not have the skills needed to differentiate learning and need professional development to increase their skill level.

Problem Statement 2:

Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. **Root Cause:** Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 63% to 85% by May 2025.
Increase the percentage of economically disadvantaged students from 63% to 85% by May 2025.

High Priority

Strategy 1: Hire a teacher to focus on college and career readiness.

Strategy's Expected Result/Impact: Increase students knowledge on the requirements to enter college.
Increase the percent of students who apply to colleges.

Staff Responsible for Monitoring: Teacher, Administrator, Instructional Coach

Title I:
2.4
- TEA Priorities:
Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 2: Strategic Staffing
Problem Statements: School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Hire a Title I teacher Intended Audience: students Provider / Presenter / Person Responsible: Administrator Date(s) / Timeframe: July-May 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Hire Title I teacher - TITLE I (211) - 211-11-6119-04N-008-30-510-000000-25F10 - \$73,073		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

Strategy 2: Have parent engagement activities for FAFSA and college applications.

Strategy's Expected Result/Impact: Increase the number of students who complete the FAFSA.

Staff Responsible for Monitoring: Family engagement and Go Center

Title I:

4.1, 4.2

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Additional Pay for after hours activities for Family Engagement Intended Audience: Family Engagement and Teachers Provider / Presenter / Person Responsible: Administrator Date(s) / Timeframe: July-April 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Extra Duty Pay After Hours Support Staff - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-008-30-510-000000-25F10 - \$2,000, Extra Duty Pay After Hours Teachers - FAMILY ENGAGEMENT (211) - 211-61-6116-04L-008-30-510-000000-25F10 - \$5,000, Snacks for parent meetings - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-008-30-510-000000-25F10 - \$2,500, Supplies and materials for parent involvement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-008-30-510-000000-25F10 - \$460	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. Root Cause: Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 76% to 80% by May 2025.

Increase the percentage of Grade 9 African American students "On Track" from 69% to 75% by May 2025.

Strategy 1: Schedule meetings with parents and students to review grades and attendance and to create a performance plan if needed.

Strategy's Expected Result/Impact: Increase the number of 9th graders that stay "On Track"

Staff Responsible for Monitoring: Dean of Instruction

Title I:

2.4, 2.6, 4.2

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Schedule meetings with parents and students to review grades and attendance and to create a performance plan if needed. Intended Audience: Parents and students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Sept.-April Collaborating Departments: None Delivery Method: In Person, By Zoom, or By Phone		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>					

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2:
Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. **Root Cause:** Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 60% to 70% by May 2025.

Increase the percentage of SPED students from 10% to 15% by May 2025.

Strategy 1: Provide supplies and materials for instructional use to improve success for SPED students.

Strategy's Expected Result/Impact: Increase the success of SPED students

Staff Responsible for Monitoring: Teachers

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 3 - Student Learning 3

Action Step 1 Details		Reviews			
Action Step 1: Provide supplies and materials Intended Audience: students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August-April 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-008-24-243-000000- - \$19,140		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategy 2: Provide small groups during class for SPED students

Strategy's Expected Result/Impact: Increase the percentage of SPED students STAAR scores

Staff Responsible for Monitoring: Inclusion Teachers

Title I:
2.4
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3 - School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Provided tutoring to assist all SPED students in STAAR tested subjects. Intended Audience: students Provider / Presenter / Person Responsible: teachers Date(s) / Timeframe: February-April 2025 Collaborating Departments: none Delivery Method: in person		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					





Strategy 3: Provide high quality instructional materials and manipulatives for Algebra 1 teachers.

Strategy's Expected Result/Impact: Increase the percentage of SPED students STAAR scores

Staff Responsible for Monitoring: Inclusion Teachers, Administrators

Title I:
2.4
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Provide high quality instructional materials and manipulatives for Algebra 1 teachers. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: Aug-March Collaborating Departments: None Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Our teachers identified a need for professional development for EB vocabulary development because the majority of our students are bilingual and struggle with advanced academic vocabulary. Root Cause: English is not the primary language spoken at home and academic vocabulary is only interacted with at school.
Student Learning
Problem Statement 2: EB students scores on TELPAS and STAAR need to be raised by 10% Root Cause: Teachers need professional development towards language acquisition and fluency. Many families speak a language other than English at home and therefore only encounter English at school. Problem Statement 3: Achievement on all STAAR EOC assessments for students identified as Special Education must increase 20%. Root Cause: Special education inclusion teachers must be trained in best practices for working with identified students and differentiated instruction; SPED inclusion teachers do not consistently engage actively in classroom instruction.
School Processes & Programs
Problem Statement 2: Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. Root Cause: Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR to 30% by May 2025.
Increase the percentage economically students to 30% by May 2025.

Strategy 1: Provide tutoring opportunities after school and Saturdays for students taking the SAT and ACT.

Strategy's Expected Result/Impact: Increase the number of students who meet the SAT and ACT criteria for CCMR.

Staff Responsible for Monitoring: Administrators

- Title I:
2.5
- TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Tutoring for students Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: August-May 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-008-24-243-000000- - \$5,000		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategy 2: Provide college trips for students.

Strategy's Expected Result/Impact: Increase CCMR scores

Staff Responsible for Monitoring: AVID

Title I:
2.6
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Provide transportation for college trips Intended Audience: Students Provider / Presenter / Person Responsible: AVID Coordinator Date(s) / Timeframe: August-April 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Transportation for college trips - UNDISTRIBUTED (199 PIC 99) - 199-36-6412-XXX-008-99-243-000000- - \$15,000		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. Root Cause: Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the percentage of students who lose credit due to having excessive absences (1 or more courses below 90% attendance) from 70% to 60% by May 2025.

High Priority
Evaluation Data Sources: None

Strategy 1: Provide classes room phones for teachers to make parent phone calls dealing with student attendance, behavior, and grades.

Strategy's Expected Result/Impact: Decrease the amount of students who lose credit in classes.
Staff Responsible for Monitoring: Administrators

Title I:
2.5, 2.6, 4.2
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details		Reviews			
Action Step 1: Provide phones for classroom teachers Intended Audience: teachers and parents Provider / Presenter / Person Responsible: administrators Date(s) / Timeframe: July-April 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Phones for classrooms - SPED (199 PIC 23) - \$5,000		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>					

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 4-9% below all students. **Root Cause:** EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.

Problem Statement 2: EB students scores on TELPAS and STAAR need to be raised by 10% **Root Cause:** Teachers need professional development towards language acquisition and fluency. Many families speak a language other than English at home and therefore only encounter English at school.

Problem Statement 3: Achievement on all STAAR EOC assessments for students identified as Special Education must increase 20%. **Root Cause:** Special education inclusion teachers must be trained in best practices for working with identified students and differentiated instruction; SPED inclusion teachers do not consistently engage actively in classroom instruction.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Decrease the number of out of school suspensions for SPED students to 10% by May 2025.

Strategy 1: Provide on campus intervention support.

Strategy's Expected Result/Impact: Decrease the number of out of school suspensions of SPED students.

Staff Responsible for Monitoring: Intervention Specialist
CIS

Title I:
2.6
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 2: Strategic Staffing

Problem Statements: School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Provide PD for Adolescent Pregnancy Coordinator Intended Audience: Adolescent Pregnancy Coordinator Provider / Presenter / Person Responsible: Administrator Date(s) / Timeframe: August-April 2024 Collaborating Departments: None Delivery Method: In Person Funding Sources: Travel Social Worker (PD) - UNDISTRIBUTED (199 PIC 99) - 199-32-6411-XXX-008-99-243-000000- - \$2,000		Formative		Summative	
		Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>					

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2:
Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. **Root Cause:** Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Increase the positive perception of parents on Engagement on the district's Parent Survey to 95% by May 2025.
Increase the positive perception of parents of economically disadvantaged students from to 95% by May 2025.

Strategy 1: Provide parent updates of school activities by Blackboard and Social Media.

Strategy's Expected Result/Impact: Increase positive parent perception
Staff Responsible for Monitoring: Family Engagement and Administrators

Title I:
4.1
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Provide parent updates of school activities by Blackboard and Social Media. Intended Audience: Parents/Guardians Provider / Presenter / Person Responsible: Family Specialist Date(s) / Timeframe: Aug.-May Collaborating Departments: None Delivery Method: Blackboard and Social Media	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategy 2: Provide in person parent meetings

Strategy's Expected Result/Impact: parents
Staff Responsible for Monitoring: administrators, teachers

Title I:

4.2

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Provide snacks for parent/community to promote participation Intended Audience: parents Provider / Presenter / Person Responsible: Go Center Date(s) / Timeframe: August-April 2025 Collaborating Departments: None Delivery Method: In Person Funding Sources: Snacks for parent/community to promote participation - BEA (199 PIC 25) - 199-61-6499-001-008-25-243-000000 - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Achievement on all STAAR EOC assessments for students identified as Special Education must increase 20%. Root Cause: Special education inclusion teachers must be trained in best practices for working with identified students and differentiated instruction; SPED inclusion teachers do not consistently engage actively in classroom instruction.
School Processes & Programs
Problem Statement 2: Development of apathy and disassociation among students due to lack of differentiating learning in the classroom for coded students such as EB, SPED, LT-ELL, and 504. Root Cause: Teachers require training and professional development to differentiate learning to increase classroom strategy for learning and engagement to meet the needs of the students with identified needs such as EB, SPED, LT-ELL, and 504 to increase percentage of passing classes and attendance rates.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04N-008-30-510-000000-25F10	\$7,000.00
1	1	2	1	Travel for Teachers (PD)	Travel for Teachers (PD)	211-13-6411-04N-008-30-510-000000-25F10	\$29,700.00
1	1	2	1	Travel for Principal and Assistant Principals (PD)	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-008-30-510-000000-25F10	\$13,000.00
1	2	2	1	Title I teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-008-30-510-000000-25F10	\$69,525.00
1	3	3	1	Title I teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-008-30-510-000000-25F10	\$62,000.00
1	3	3	2	Title I TA Resource T I	Title I Teacher Assistant	211-11-6129-04N-008-30-510-000000-25F10	\$25,987.61
2	2	1	2	TA I HS	Title I Teacher Assistant	211-11-6129-04N-008-30-510-000000-25F10	\$22,766.81
2	2	2	2	Snacks and Incentives for STAAR tutoring	Snacks or incentives for students	211-11-6499-04N-008-30-510-000000-25F10	\$4,959.58
2	2	3	1	Title I Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-008-30-510-000000-25F10	\$62,500.00
3	1	1	1	Hire Title I teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-008-30-510-000000-25F10	\$73,073.00
Sub-Total							\$370,512.00
Budgeted Fund Source Amount							\$370,512.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Extra Duty Pay After Hours Support Staff	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-008-30-510-000000-25F10	\$2,000.00
3	1	2	1	Snacks for parent meetings	Snacks for parents to promote participation	211-61-6499-04L-008-30-510-000000-25F10	\$2,500.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Extra Duty Pay After Hours Teachers	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-008-30-510-000000-25F10	\$5,000.00
3	1	2	1	Supplies and materials for parent involvement	Supplies and materials for parental involvement	211-61-6399-04L-008-30-510-000000-25F10	\$460.00
Sub-Total							\$9,960.00
Budgeted Fund Source Amount							\$9,960.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	3	1	Online Instructional Materials	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-008-11-243-000000-	\$24,440.00
1	2	1	1	Supplies and materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-008-11-243-000000-	\$10,000.00
1	3	1	1	Supplies and Materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-008-11-243-000000-	\$10,000.00
2	2	1	1	Supplies and Materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-008-11-243-000000-	\$10,000.00
Sub-Total							\$54,440.00
Budgeted Fund Source Amount							\$54,440.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies and materials	GENERAL SUPPLIES		\$2,000.00
1	2	1	2	Ink for classroom printers	GENERAL SUPPLIES		\$2,000.00
1	3	1	1	Supplies and Materials	GENERAL SUPPLIES		\$2,000.00
2	2	1	1	Supplies and Materials	GENERAL SUPPLIES		\$131.00
Sub-Total							\$6,131.00
Budgeted Fund Source Amount							\$6,131.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							+/- Difference \$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies and materials	GENERAL SUPPLIES		\$6,000.00
1	3	1	1	Supplies and Materials	GENERAL SUPPLIES		\$6,000.00
2	2	1	1	Supplies and Materials	GENERAL SUPPLIES		\$6,000.00
Sub-Total							\$18,000.00
Budgeted Fund Source Amount							\$34,714.00
							+/- Difference \$16,714.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies and materials	GENERAL SUPPLIES		\$4,757.00
1	3	1	1	Supplies and Materials	GENERAL SUPPLIES		\$8,000.00
2	2	1	1	Purchase cooking supplies for RISE classrooms	GENERAL SUPPLIES		\$1,000.00
4	1	1	1	Phones for classrooms	FURN&EQUIP< 5,000		\$5,000.00
Sub-Total							\$18,757.00
Budgeted Fund Source Amount							\$18,757.00
							+/- Difference \$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	3	1	1	Supplies and materials	Supplies and materials for instructional use	199-11-6399-001-008-24-243-000000-	\$19,140.00
3	4	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-008-24-243-000000-	\$5,000.00
Sub-Total							\$24,140.00
Budgeted Fund Source Amount							\$24,140.00
							+/- Difference \$0.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies and materials	Supplies and materials - instruction	199-11-6399-001-008-25-243-000000	\$2,000.00
1	3	1	1	Supplies and Materials	Supplies and materials - instruction	199-11-6399-001-008-25-243-000000	\$1,000.00
1	3	2	1	Tutoring	Extra duty pay - tutoring after hours (teacher)	199-11-6116-001-008-25-243-000000	\$3,684.00
4	3	2	1	Snacks for parent/community to promote participation	Snacks - parent/community to promote participation	199-61-6499-001-008-25-243-000000	\$1,000.00
Sub-Total							\$7,684.00
Budgeted Fund Source Amount							\$7,684.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Provide supplies and materials	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-008-99-243-000000-	\$5,390.00
1	2	1	2	Ink for classroom printers	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-008-99-243-000000-	\$20,000.00
2	2	1	1	Provide Technology for teachers	INSTRCTNL RES/MED SVCS TECHNOLOGY < \$5000	199-12-6396-XXX-008-99-243-000000-	\$14,050.00
3	4	2	1	Transportation for college trips	COCURRICULAR/ EXTRACURRIC TRAVEL - STUDENT	199-36-6412-XXX-008-99-243-000000-	\$15,000.00
4	2	1	1	Travel Social Worker (PD)	SOCIAL WORK SVC TRAVEL - EMPLOYEE ONLY	199-32-6411-XXX-008-99-243-000000-	\$2,000.00
Sub-Total							\$56,440.00
Budgeted Fund Source Amount							\$56,440.00
+/- Difference							\$0.00
Grand Total Budgeted							\$582,778.00
Grand Total Spent							\$566,064.00

UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							+/- Difference \$16,714.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024