

**Fort Worth Independent School District**  
**082 Texas Academy of Biomedical Sciences (TABS)**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

## Mission statement

The mission of the Texas Academy of Biomedical Sciences is to provide students from the greater Fort Worth area with a rigorous curriculum in an early college environment, to prepare them for the demands of a career in biomedical sciences and to promote experiences associated with those careers.

# Vision

## Vision

The Texas Academy of Biomedical Sciences is committed to educating students to be successful professionals and valuable members of the Fort Worth community. Students, teachers, parents and administrators are dedicated to working together and creating an environment that encourages curiosity and questioning. Students and teachers challenge one another to push their limits and expand their knowledge. In the classroom, assemblies and extracurricular activities, students are focused on their task, innovative in their thinking, excited to break barriers and driven to achieve their goals. The members of the TABS family are prepared and enthusiastic for each day, take responsibility for their actions and are devoted to being lifelong learners.

# Value Statement

## Four tenets of TABS

- Language: Through language, we articulate thoughts; we communicate ideas.
- Culture: Through culture, we celebrate our history; we cultivate our traditions.
- Knowledge: We crave knowledge. We seek wisdom; we develop understanding.
- Responsibility: We relish responsibility. We seek to serve; we cherish the opportunity to serve.

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# Comprehensive Needs Assessment

Revised/Approved: April 15, 2024

## Demographics

### Demographics Summary

TABS employs a lottery system to admit 100 students annually. Through its blended learning environment, blending high school and college courses, students at TABS benefit from practical, real-world instruction. The school emphasizes academic rigor and fosters student growth in language, culture, knowledge, and responsibility across all programs and classrooms. Committed to diversity, TABS actively recruits at-risk students in accordance with the Texas Education Agency's Early College Blueprint, reflecting the demographic makeup of the FWISD school district. With 72% Latina(o) and 71% economically disadvantaged students, TABS serves grades 9-12. Notably, TABS boasts a 100% high school graduation rate and a 100% College Career and Military Readiness rate.

	2020	2021	2022	2023
30-plus college hours	99%	96%	91%	79%
Associate of arts	57	52	57	46
Associate of science	30	13	19	11

- College readiness exam results

### Advanced Placement

In 2023, 185 students took a total of 206 A.P. exams in nine courses. Of those exams, 49 percent scored a 3 or higher.

### SAT SCHOOL DAY, SPRING 2023 (CLASS OF 2024)

	TABS	District	State	Globe
Total mean (out of 1600)	981	872	956	952
ERW mean (out of 800)	498	446	486	489
Math mean (out of 800)	483	426	471	463

### Points of pride

- **2020 National Blue Ribbon School**
- **2022 TEA accountability rating: 91 percent**

### Class of 2023

- **Graduation rate: 100 percent**
- **TSI-met rate: 74 percent**
- **Biotechnician assistant certifications: 4**
- **Patient care certifications: 16**
- **Pharmacy technician certifications: 8**
- **Sterile processing and distribution certifications: 5**

### Demographics Strengths

TABS' student body comprises mainly first-generation and at-risk individuals, along with those from low socioeconomic backgrounds. Enrollment at Texas Academy of Biomedical Sciences, Early College High School (TABS), mirrors the racial and ethnic composition of the Fort Worth Independent School District, particularly with a significant Hispanic and economically disadvantaged representation. Each student at TABS has the chance to obtain an Associate of Science or Associate of Arts degree, along with industry-based certifications such as Patient Care Technician, Pharmacy Technician, Sterile Processing Technician, and Biotechnician (Biomedical Lab Technician).

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Emergent Bilingual students have limited opportunity for development in English beyond the English content classrooms. **Root Cause:** Lack of existing advocacy/ Support classes/ In-house programming

**Problem Statement 2:** At-Risk students need additional support in order to be successful. **Root Cause:** By nature of being at risk, these students suffer greater deficiencies in health, social, and academic success.

# Student Learning

## Student Learning Summary

Advanced Placement - In 2023, 185 students took a total of 206 A.P. exams in nine courses. Of those exams, 49 percent scored a 3 or higher.

Associate Degree - In 2023, 60% of graduates also received a College Associates Degree

## SAT SCHOOL DAY, SPRING 2023 (CLASS OF 2024)

	TAB	DISTRICT	STATE	GLOBE
TOTAL MEAN (OUT OF 1600)	<b>981</b>	<b>872</b>	<b>956</b>	<b>952</b>
ERW MEAN (OUT OF 800)	<b>498</b>	<b>446</b>	<b>486</b>	<b>489</b>
MATH MEAN (OUT OF 800)	<b>483</b>	<b>426</b>	<b>471</b>	<b>463</b>

## Points of pride

- **2020 National Blue Ribbon School**
- **2022 TEA accountability rating: 91 percent**
- 
- **Class of 2023**
- **Graduation rate: 100 percent**
- **TSI-met rate: 74 percent**
- **Biotechnician assistant certifications: 4**
- **Patient care certifications: 16**
- **Pharmacy technician certifications: 8**
- **Sterile processing and distribution certifications: 5**

## Student Learning Strengths

### Strengths

TABS earned state distinctions in Science, Mathematics and postsecondary readiness.

46% of 2023 graduates earned an Associate of Arts Degree

11% of 2023 graduates earned an Associate of Science Degree

On the School day SAT, TABS students scored 32 points higher than the Texas state average and 27 points higher than the worldwide average.

Thirty one percent of students taking A.P. Exams scored a qualifying score of 3 or higher.

58% of graduates received industry based certifications.

TABS' graduation rate is 100%



## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

**Problem Statement 2 (Prioritized):** Educators and staff need continued professional development to improve school and classroom practices. **Root Cause:** Demands of school and classrooms change year to year

**Problem Statement 3:** The enrollment numbers for Algebra 1 have remained consistently high over the past four years, with 52 students for 2023-2024, 41 for 2022-2023, 49 for 2021-2022, and 25 for 2020-2021. **Root Cause:** Learning gap needs additional remediation.

**Problem Statement 4:** The proportion of 11th and 12th grade students who have achieved the TSIA Math standard as of March 8, 2024, stands at a low 39% (66 out of 169 students). **Root Cause:** Students enter TABS below grade level, with the issue compounded by the new TSIA 2.0 and inadequately aligned instructional materials

**Problem Statement 5 (Prioritized):** Support is required to promote college and career readiness and to nurture a culture that values higher education. **Root Cause:** A significant number of students are first-generation college attendees, lacking direct exposure to adults with college educations or professional careers

## School Processes & Programs

### School Processes & Programs Summary

The school's curriculum follows a four-year progression outlined in a school cross-walk, facilitating students in accruing up to 60 college credits and potentially earning an associate's degree alongside their high school diploma. Additionally, TABS offers four pathways leading to industry-based certifications: Biomedical Science (Biotechnician), Central Sterilization Technician, Patient Care Technician, and Pharmacy Technician.

To enhance student engagement and academic support, advisory classes are available Monday through Thursday.

Weekly prevention education lessons, each lasting 35 minutes, are provided to one grade level per week, aiming to educate students on avoiding the risks associated with drugs, depression, suicide, human trafficking, and other pertinent topics.

TABS offers enrichment opportunities through various clubs and organizations, including HOSA-Future Health Professionals, Whiz Quiz, National Honor Society, Spanish Honor Society, Black Student Alliance, and more.

### School Processes & Programs Strengths

Continuous advisory activities foster connections between students and both adults and peers, offering support for academic and wellness needs. TABS' 9th-grade students participate in a college transition course called Learning Framework, designed to familiarize them with time management, effective note-taking strategies, study techniques, memory enhancement methods, and healthy habits.

TABS facilitates the gradual integration of incoming 9th graders into the broader college culture. Approximately 87% of 9th-grade classes take place on the TABS floor, with over 95% of courses taught by TABS high school or college instructors. Initially, 9th-grade students have lunch on the TABS floor, gradually transitioning to the college café/eating areas with heightened supervision as spring progresses.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There is inconsistency in the implementation of the advisory plan. **Root Cause:** For some members of the teaching staff, prioritizing adherence to the plan is not a top concern, as they focus primarily on supervising students amidst their already busy schedules. Similarly, the administration team is frequently engaged in hosting meetings or school activities rather than monitoring the implementation of the advisory plan.

**Problem Statement 2 (Prioritized):** While there has been a notable improvement in parent participation, additional efforts are still required to further enhance engagement. **Root Cause:** It is necessary to actively seek participation in school events and activities.

# Perceptions

## Perceptions Summary

This work is ongoing as of February 26, 2024. Staff interviews with SBDM teachers (11 of 20 teachers) indicate the following perceptions

An improvement from last year in **Cultural Awareness and Action** (student focus) (4 improved, 7 same)

An improvement from last year in **Educating All students** (5 improved, 1 diminished, 5 same)

An improvement from last year in **Faculty Growth Mindset** (6 improved, 5 same)

An improvement from last year in **Feedback and Coaching** (8 improved, 3 same)

An improvement from last year in **Inviting Work Environment** (7 improved, 4 same)

An Improvement from last year in **Staff-Leadership Relationships** (8 improved, 3 same)

## Perceptions Strengths

This work is ongoing as of February 26, 2024. TABS continues to foster an inviting work environment, initially surveyed at a satisfaction rate of 100%.

A majority of teachers perceive a positive staff/leadership relationship, previously at 85%, with 8 out of 11 reporting improvements

Teachers generally believe that feedback and coaching have improved, with 8 out of 11 reporting improvements

Teachers express satisfaction with their teaching schedules for the 2022-2023 school year. This work is ongoing for 2023-2024

TABS enforces a cap of 100 students for each 9th and 10th grade, yet there were over 200 applicants for the 104 available spots for the 2024-2025 academic year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students lack confidence in their ability to manage the academic demands as a result of the accelerated pace. **Root Cause:** Limited time within the accelerated academic curriculum

**Problem Statement 2 (Prioritized):** Incoming students may need additional time to adjust to the expectations and challenges presented by TABS. **Root Cause:** Weak academic foundations and unstructured student practices may contribute to this problem.

**Problem Statement 3:** Many parent and community members are unaware of what TABS has to offer academically. **Root Cause:** Promotional activities primarily focus on recruiting students from middle school, with minimal efforts directed towards promoting through other channels.

# Priority Problem Statements

**Problem Statement 1:** Students lack confidence in their ability to manage the academic demands as a result of the accelerated pace.

**Root Cause 1:** Limited time within the accelerated academic curriculum

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Emergent Bilingual students have limited opportunity for development in English beyond the English content classrooms.

**Root Cause 2:** Lack of existing advocacy/ Support classes/ In-house programming

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students.

**Root Cause 3:** Tier 1 instruction is insufficient for some learning gaps

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Educators and staff need continued professional development to improve school and classroom practices.

**Root Cause 4:** Demands of school and classrooms change year to year

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Incoming students may need additional time to adjust to the expectations and challenges presented by TABS.

**Root Cause 5:** Weak academic foundations and unstructured student practices may contribute to this problem.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** There is inconsistency in the implementation of the advisory plan.

**Root Cause 6:** For some members of the teaching staff, prioritizing adherence to the plan is not a top concern, as they focus primarily on supervising students amidst their already busy schedules. Similarly, the administration team is frequently engaged in hosting meetings or school activities rather than monitoring the implementation of the advisory plan.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Support is required to promote college and career readiness and to nurture a culture that values higher education.

**Root Cause 7:** A significant number of students are first-generation college attendees, lacking direct exposure to adults with college educations or professional careers

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** While there has been a notable improvement in parent participation, additional efforts are still required to further enhance engagement.

**Root Cause 8:** It is necessary to actively seek participation in school events and activities.

**Problem Statement 8 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
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- 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.
- Gifted and talented data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data

#### **Parent/Community Data**

- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Other additional data



# Goals

Revised/Approved: July 15, 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 60% 2023 to 65% by May 2025.

Increase the percentage of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 47% to 52% by May 2025.

**Evaluation Data Sources:** College Board website data for TABS

**Strategy 1:** Remediate students who are not performing at a passing level.

Provide acceleration opportunities.

**Strategy's Expected Result/Impact:** Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.  
Increased number of students who meet grade level expectations and benchmarks

**Staff Responsible for Monitoring:** Instructional Leadership, 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 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Remediate students who are not performing at a passing level Provide acceleration opportunities <b>Intended Audience:</b> 9th and 10th graders <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> August 15- May 25 <b>Collaborating Departments:</b> English <b>Delivery Method:</b> On-site or virtual	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Emergent Bilingual students have limited opportunity for development in English beyond the English content classrooms. <b>Root Cause:</b> Lack of existing advocacy/ Support classes/ In-house programming
<b>Student Learning</b>
<b>Problem Statement 1:</b> Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. <b>Root Cause:</b> Tier 1 instruction is insufficient for some learning gaps
<b>Perceptions</b>
<b>Problem Statement 1:</b> Students lack confidence in their ability to manage the academic demands as a result of the accelerated pace. <b>Root Cause:</b> Limited time within the accelerated academic curriculum
<b>Problem Statement 2:</b> Incoming students may need additional time to adjust to the expectations and challenges presented by TABS. <b>Root Cause:</b> Weak academic foundations and unstructured student practices may contribute to this problem.

**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 from 68 % to 74% by May 2025. Increase the percentage of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 54% to 59% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR EOC by student group

**Strategy 1:** Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.

**Strategy's Expected Result/Impact:** Increased number of students meeting standard of English 1 EOC

**Staff Responsible for Monitoring:** English Teachers and Leadership

**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 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Remediate students who are not performing at a passing level. <b>Intended Audience:</b> 9th grade English students <b>Provider / Presenter / Person Responsible:</b> English teachers and leadership <b>Date(s) / Timeframe:</b> August 15-April 10 <b>Collaborating Departments:</b> English <b>Delivery Method:</b> On-site	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 1:** Emergent Bilingual students have limited opportunity for development in English beyond the English content classrooms. **Root Cause:** Lack of existing advocacy/ Support classes/ In-house programming

**Student Learning**

**Problem Statement 1:** Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

**Perceptions**

**Problem Statement 1:** Students lack confidence in their ability to manage the academic demands as a result of the accelerated pace. **Root Cause:** Limited time within the accelerated academic curriculum

**Problem Statement 2:** Incoming students may need additional time to adjust to the expectations and challenges presented by TABS. **Root Cause:** Weak academic foundations and unstructured student practices may contribute to this problem.

**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 from 85% to 90% by May 2025. Increase the percentage of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 74% to 79% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR EOC by Student Group

**Strategy 1:** Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.

**Strategy's Expected Result/Impact:** Improved English 2 EOC scores and the "Meets" level

**Staff Responsible for Monitoring:** English Teachers and leadership





**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**Problem Statements:** Student Learning 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Remediate students who are not performing at a passing level Provide acceleration opportunities <b>Intended Audience:</b> 9th and 10th grade students in English 2 or who have failed English 2 <b>Provider / Presenter / Person Responsible:</b> English teachers and leadership <b>Date(s) / Timeframe:</b> August 15 - April 11th <b>Collaborating Departments:</b> English <b>Delivery Method:</b> On-site	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 3 Problem Statements:**

### Student Learning

**Problem Statement 1:** Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

### Perceptions

**Problem Statement 1:** Students lack confidence in their ability to manage the academic demands as a result of the accelerated pace. **Root Cause:** Limited time within the accelerated academic curriculum

**Problem Statement 2:** Incoming students may need additional time to adjust to the expectations and challenges presented by TABS. **Root Cause:** Weak academic foundations and unstructured student practices may contribute to this problem.

**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 37% to 42% by May 2025.

Increase the percentage of African American students from 18% to 23%

**Evaluation Data Sources:** College Board website data for TABS

**Strategy 1:** Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.

**Strategy's Expected Result/Impact:** Increased number of students who meet grade level benchmark

**Staff Responsible for Monitoring:** Math teachers and Instructional leadership

**Title I:**

2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

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

**Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Remediate students who are not performing at a passing level <b>Intended Audience:</b> 9th and 10th grade students <b>Provider / Presenter / Person Responsible:</b> Math teachers and leadership <b>Date(s) / Timeframe:</b> August 15 - April 11 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> On-site	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Emergent Bilingual students have limited opportunity for development in English beyond the English content classrooms. **Root Cause:** Lack of existing advocacy/ Support classes/ In-house programming

### Student Learning

**Problem Statement 1:** Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

### Perceptions

**Problem Statement 1:** Students lack confidence in their ability to manage the academic demands as a result of the accelerated pace. **Root Cause:** Limited time within the accelerated academic curriculum

**Problem Statement 2:** Incoming students may need additional time to adjust to the expectations and challenges presented by TABS. **Root Cause:** Weak academic foundations and unstructured student practices may contribute to this problem.



**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 Meets or above on STAAR Algebra I from 31% to 36% by May 2025. And the percentage of Emergent Bilingual students from 18% to % 23% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR EOC by student group

**Strategy 1:** Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.

**Strategy's Expected Result/Impact:** Increase number of students at meets for STAAR Algebra 1

**Staff Responsible for Monitoring:** Math Department and instructional leadership

**Title I:**

2.5, 2.6

**- TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

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

**Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Remediate students who are not performing at a passing level. <b>Intended Audience:</b> 9th grade Algebra 1 students or students who have failed Algebra 1 <b>Provider / Presenter / Person Responsible:</b> Math teachers and leadership <b>Date(s) / Timeframe:</b> August 15 - April 25th <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> On-site	Formative		Summative	
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** Emergent Bilingual students have limited opportunity for development in English beyond the English content classrooms. **Root Cause:** Lack of existing advocacy/ Support classes/ In-house programming

### Student Learning

**Problem Statement 1:** Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

### Perceptions

**Problem Statement 1:** Students lack confidence in their ability to manage the academic demands as a result of the accelerated pace. **Root Cause:** Limited time within the accelerated academic curriculum

**Problem Statement 2:** Incoming students may need additional time to adjust to the expectations and challenges presented by TABS. **Root Cause:** Weak academic foundations and unstructured student practices may contribute to this problem.

**Goal 3: CCMR**

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

**Performance Objective 1:** Maintain the percentage of Grade 12 students attaining at least one CCMR indicator at 100% by May 2025.

**High Priority**

**Evaluation Data Sources:** CCMR Roster, End of Year Industry Based Certification List, Transcripts with 9+ college credits, PSAT,SAT,ACT, TSIA scores

**Strategy 1:** Provide students additional instruction, focused instruction, and time on task based on student needs for remediation, advancement, wellness, or SEL.

**Strategy's Expected Result/Impact:** Maintain high level of college, career, and military readiness.

**Staff Responsible for Monitoring:** Instructional Leadership, Post Secondary Specialist, and counselors,

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide tutoring, small group, or large group instruction, to take place before school, after school, advisory, or pull out instruction as well as supplies and supports for core and CTE classroom instruction. This may include extension curriculum, classroom supplies, scrubs, medical supplies, etc.</p> <p><b>Intended Audience:</b> 9-12 grade students 9th</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional leadership</p> <p><b>Date(s) / Timeframe:</b> August 15 - May 24</p> <p><b>Collaborating Departments:</b> All departments and content at TABS contribute to meeting CCMR measures</p> <p><b>Delivery Method:</b> On-site</p> <p><b>Funding Sources:</b> Student travel - CTE (199 PIC 22) - \$2,500, Supplies and materials - SPED (199 PIC 23) - \$164, Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-082-24-243-000000- - \$3,179, Travel for student tutoring - TITLE I (211) - 211-11-6412-04N-082-30-510-000000-25F10 - \$13,800, Teacher extra duty pay - TITLE I (211) - 211-11-6116-04N-082-30-510-000000-25F10 - \$6,000, subs for supplemental instruction - TITLE I (211) - 211-11-6112-04N-082-30-510-000000-25F10 - \$2,800, Snacks and incentives - TITLE I (211) - 211-11-6499-04N-082-30-510-000000-25F10 - \$1,380, Supplies and materials - TITLE I (211) - 211-11-6399-04N-082-30-510-000000-25F10 - \$1,838, general supplies - GT (199 PIC 21) - \$2,171, Software tools, online access, and/or online testing for students - CTE (199 PIC 22) - \$4,000, CTE miscellaneous operating - CTE (199 PIC 22) - \$2,000, CTE Supplies and toner - CTE (199 PIC 22) - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide support, materials, and equipment to support emergent bilingual students.</p> <p><b>Intended Audience:</b> Emergent Bilingual (EB) students and their teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> ELS teachers and any teacher who teaches EB students, administrators, support staff</p> <p><b>Date(s) / Timeframe:</b> August 15 - May 24</p> <p><b>Collaborating Departments:</b> All departments</p> <p><b>Delivery Method:</b> On-site or online</p> <p><b>Funding Sources:</b> Bilingual education resources and materials - BEA (199 PIC 25) - 199-11-6399-001-082-25-243-000000 - \$918</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 2:** Increase teacher effectiveness and wellness to improve student outcomes (in-person and virtual trainings, support, and resources)

**Strategy's Expected Result/Impact:** Improved student success and classroom practices

**Staff Responsible for Monitoring:** Instructional leadership, department Chairs

**Title I:**

2.5, 2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

**- 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

**Problem Statements:** Demographics 1 - Student Learning 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide professional development, training, and wellness opportunities to improve teacher effectiveness and job satisfaction. Encourage innovative thinking and risk taking through teacher discovery and sharing of ideas and practices within each discipline and the greater content and educational communities.</p> <p><b>Intended Audience:</b> All teachers and instructional leaders</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional leaders and department chairs</p> <p><b>Date(s) / Timeframe:</b> July 1 - June 30</p> <p><b>Collaborating Departments:</b> All</p> <p><b>Delivery Method:</b> On-site, off-site, virtual</p> <p><b>Funding Sources:</b> supplies and materials for professional development - TITLE I (211) - 211-13-6399-04N-082-30-510-000000-25F10 - \$200, Reading materials for professional development - TITLE I (211) - 211-13-6329-04N-082-30-510-000000-25F10 - \$575, Subs for professional development - TITLE I (211) - 211-11-6112-0PD-082-30-510-000000-25F10 - \$1,120, PD for teachers - TITLE I (211) - 211-13-6411-04N-082-30-510-000000-25F10 - \$5,500, CTE Travel - CTE (199 PIC 22) - \$1,375, Travel employee overage - UNDISTIBUTED (199 PIC 99) - 199-36-6411-XXX-082-99-243-000000- - \$2,575</p>	Formative		Summative	
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Strategy 3:** Increase effectiveness of support staff and leadership

**Strategy's Expected Result/Impact:** Improved effectiveness creates greater teacher support leading to improved student outcomes. Improvements in school operations.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, student support services

**Title I:**

2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Professional development for administrators and staff as identified</p> <p><b>Intended Audience:</b> Support staff and administrators</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal</p> <p><b>Date(s) / Timeframe:</b> July 1- June 30</p> <p><b>Collaborating Departments:</b> Administrators Counseling team Office and support staff</p> <p><b>Delivery Method:</b> On-site, off-site, virtual</p> <p><b>Funding Sources:</b> PD for principal and AP - TITLE I (211) - 211-23-6411-04N-082-30-510-000000-25F10 - \$1,000, PD for counselors - TITLE I (211) - 211-31-6411-04N-082-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Strategy 4:** Use college visits to motivate student achievement in college readiness measures

**Strategy's Expected Result/Impact:** create/reinforce college going culture

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Post Secondary Specialist, Counselors.

**Title I:**

2.5, 4.2





- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Learning 5

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide at least one college tour for grades 9 through 11. Provide enriching field trips.</p> <p><b>Intended Audience:</b> 9-12 grade students and their parents.</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Post Secondary Specialist, Counselors</p> <p><b>Date(s) / Timeframe:</b> August 15 - May 24</p> <p><b>Collaborating Departments:</b> Partner Universities (UNT, HSC, TCU) as well as schools with Health/Biomedical degrees within driving distance</p> <p><b>Delivery Method:</b> Off-site</p> <p><b>Funding Sources:</b> Travel for students- college and enrichment visits - TITLE I (211) - 211-11-6412-04N-082-30-510-000000-25F10 - \$2,400</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Strategy 5:** Ensure a strong operational performance that fosters exceptional student success while also providing robust support for teachers and staff.

**Strategy's Expected Result/Impact:** effective and efficient operations  
Student success initiatives are supported

**Staff Responsible for Monitoring:** Principal / financial clerk

**Title I:**

2.5, 2.6

- **TEA Priorities:**


Recruit, support, retain teachers and principals

- **ESF Levers:**


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

**Problem Statements:** Student Learning 1, 2, 5


Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Plan and implement effective school operations with regard to students and staffing needs, supplies and materials for support staff and teachers, dues and subscriptions, and miscellaneous operating costs.</p> <p><b>Intended Audience:</b> Students, staff, teachers as related to operational effectiveness</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, office manager/financial clerk</p> <p><b>Date(s) / Timeframe:</b> 2024-2025 instructional calendar</p> <p><b>Collaborating Departments:</b> all</p> <p><b>Delivery Method:</b> in-person/online</p> <p><b>Funding Sources:</b> Substitutes - BASIC (199 PIC 11) - 199-11-6112-XXX-082-11-243-000000- - \$500, Extra duty - BASIC (199 PIC 11) - 199-11-6116-XXX-082-11-243-000000- - \$500, General supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-082-11-243-000000- - \$6,600, Reading materials - BASIC (199 PIC 11) - 199-11-6329-XXX-082-11-243-000000- - \$900, Dues - BASIC (199 PIC 11) - 199-11-6495-XXX-082-11-243-000000- - \$200, Miscellaneous operating costs (should be \$4000 but this is not rep in plan4 learning) - BASIC (199 PIC 11) - 199-11-6499-XXX-082-11-243-000000- - \$4,000, Substitutes - UNDISTRIBUTED (199 PIC 99) - 199-36-6112-XXX-082-99-243-000000- - \$700, Salary/wage sub support - UNDISTRIBUTED (199 PIC 99) - 199-31-6121-XXX-082-99-243-000000- - \$3,000, Supplies - UNDISTRIBUTED (199 PIC 99) - 199-51-6319-XXX-082-99-243-000000- - \$2,223, Dues - UNDISTRIBUTED (199 PIC 99) - 199-36-6495-XXX-082-99-243-000000- - \$400, Misc operating costs - UNDISTRIBUTED (199 PIC 99) - 199-36-6499-XXX-082-99-243-000000- - \$450</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 6:** Offer diverse enrichment programs to establish TABS High School as a dynamic hub of learning, both internally and externally. Foster student creativity and critical thinking through unique experiences, cultivating a broad range of skills and perspectives.

**Strategy's Expected Result/Impact:** Foster student creativity and critical thinking through unique experiences, cultivating a broad range of skills and perspectives.

**Staff Responsible for Monitoring:** All

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Connect high school to career and college

**- ESF Levers:**

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

**Problem Statements:** Student Learning 1, 5



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide enrichment activities that are stand-alone or that partner with courses</p> <p><b>Intended Audience:</b> Students, teachers, and support staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, club and organization sponsors</p> <p><b>Date(s) / Timeframe:</b> July 1 - June 30</p> <p><b>Collaborating Departments:</b> All departments, clubs, and organizations</p> <p><b>Delivery Method:</b> In-person, online</p> <p><b>Funding Sources:</b> Student Travel - GT (199 PIC 21) - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Emergent Bilingual students have limited opportunity for development in English beyond the English content classrooms. <b>Root Cause:</b> Lack of existing advocacy/ Support classes/ In-house programming</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. <b>Root Cause:</b> Tier 1 instruction is insufficient for some learning gaps</p>
<p><b>Problem Statement 2:</b> Educators and staff need continued professional development to improve school and classroom practices. <b>Root Cause:</b> Demands of school and classrooms change year to year</p>
<p><b>Problem Statement 5:</b> Support is required to promote college and career readiness and to nurture a culture that values higher education. <b>Root Cause:</b> A significant number of students are first-generation college attendees, lacking direct exposure to adults with college educations or professional careers</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> There is inconsistency in the implementation of the advisory plan. <b>Root Cause:</b> For some members of the teaching staff, prioritizing adherence to the plan is not a top concern, as they focus primarily on supervising students amidst their already busy schedules. Similarly, the administration team is frequently engaged in hosting meetings or school activities rather than monitoring the implementation of the advisory plan.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Students lack confidence in their ability to manage the academic demands as a result of the accelerated pace. <b>Root Cause:</b> Limited time within the accelerated academic curriculum</p>
<p><b>Problem Statement 2:</b> Incoming students may need additional time to adjust to the expectations and challenges presented by TABS. <b>Root Cause:</b> Weak academic foundations and unstructured student practices may contribute to this problem.</p>

**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 99% to 100% by May 2025.

**Evaluation Data Sources:** Cycle report for Freshman Success data

**Strategy 1:** Provide students additional instruction, focused instruction, and time on task based on student needs for remediation, advancement, wellness, or SEL

**Strategy's Expected Result/Impact:** Student remain on track for graduation in an early college setting

**Staff Responsible for Monitoring:** Instructional leadership

**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 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Remediate students who are not performing at a passing level Provide acceleration opportunities <b>Intended Audience:</b> 9th grade students <b>Provider / Presenter / Person Responsible:</b> Instructional leadership and 9th grade teachers <b>Date(s) / Timeframe:</b> August 15 - May 24 <b>Collaborating Departments:</b> All <b>Delivery Method:</b> On-site, off-site, virtual	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** Emergent Bilingual students have limited opportunity for development in English beyond the English content classrooms. **Root Cause:** Lack of existing advocacy/ Support classes/ In-house programming

### Student Learning

**Problem Statement 1:** Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

### School Processes & Programs

**Problem Statement 1:** There is inconsistency in the implementation of the advisory plan. **Root Cause:** For some members of the teaching staff, prioritizing adherence to the plan is not a top concern, as they focus primarily on supervising students amidst their already busy schedules. Similarly, the administration team is frequently engaged in hosting meetings or school activities rather than monitoring the implementation of the advisory plan.

### Perceptions

**Problem Statement 1:** Students lack confidence in their ability to manage the academic demands as a result of the accelerated pace. **Root Cause:** Limited time within the accelerated academic curriculum

**Problem Statement 2:** Incoming students may need additional time to adjust to the expectations and challenges presented by TABS. **Root Cause:** Weak academic foundations and unstructured student practices may contribute to this problem.

**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 99% to 100% by May 2025.

Increase the percentage of African American students from 97% to 100% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Focus Gradebook  
Algebra 1 credits received

**Strategy 1:** Remediate students who are not performing at a passing level  
Provide acceleration opportunities.

**Strategy's Expected Result/Impact:** All Algebra 1 students will receive credit

**Staff Responsible for Monitoring:** Math dept and Instructional leadership

**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 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Remediate students who are not performing at a passing level Provide acceleration opportunities. <b>Intended Audience:</b> 9th grade Algebra 1 students <b>Provider / Presenter / Person Responsible:</b> Math department and instructional leaders <b>Date(s) / Timeframe:</b> August 15 - May 24 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> On-site, off-site, virtual	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Demographics

**Problem Statement 1:** Emergent Bilingual students have limited opportunity for development in English beyond the English content classrooms. **Root Cause:** Lack of existing advocacy/ Support classes/ In-house programming

#### Student Learning

**Problem Statement 1:** Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

#### School Processes & Programs

**Problem Statement 1:** There is inconsistency in the implementation of the advisory plan. **Root Cause:** For some members of the teaching staff, prioritizing adherence to the plan is not a top concern, as they focus primarily on supervising students amidst their already busy schedules. Similarly, the administration team is frequently engaged in hosting meetings or school activities rather than monitoring the implementation of the advisory plan.

#### Perceptions

**Problem Statement 1:** Students lack confidence in their ability to manage the academic demands as a result of the accelerated pace. **Root Cause:** Limited time within the accelerated academic curriculum

**Problem Statement 2:** Incoming students may need additional time to adjust to the expectations and challenges presented by TABS. **Root Cause:** Weak academic foundations and unstructured student practices may contribute to this problem.

**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 from 30% to 35% by May 2025. Increase the percentage of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 6% to 11% by May 2025.

**Evaluation Data Sources:** College Board Website

**Strategy 1:** Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.

**Strategy's Expected Result/Impact:** Increase number of students CCMR met using SAT and ACT criteria.

**Staff Responsible for Monitoring:** Instructional leadership, Post Secondary Specialist

**Title I:**

2.5, 2.6

**- TEA Priorities:**


Build a foundation of reading and math, Connect high school to career and college


**- ESF Levers:**


Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


**Problem Statements:** Demographics 1 - Student Learning 1, 5 - Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Remediate students who are not performing at a passing level Provide acceleration opportunities.</p> <p><b>Intended Audience:</b> All students with an emphasis on 11th and 12th grade <b>Provider / Presenter / Person Responsible:</b> Instructional leadership and Post Secondary Specialist <b>Date(s) / Timeframe:</b> August 15 - May 15 <b>Collaborating Departments:</b> English and Math departments <b>Delivery Method:</b> On-site, off-site, virtual</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Problem Statements:**

### Demographics

**Problem Statement 1:** Emergent Bilingual students have limited opportunity for development in English beyond the English content classrooms. **Root Cause:** Lack of existing advocacy/ Support classes/ In-house programming

### Student Learning

**Problem Statement 1:** Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

**Problem Statement 5:** Support is required to promote college and career readiness and to nurture a culture that values higher education. **Root Cause:** A significant number of students are first-generation college attendees, lacking direct exposure to adults with college educations or professional careers

### Perceptions

**Problem Statement 1:** Students lack confidence in their ability to manage the academic demands as a result of the accelerated pace. **Root Cause:** Limited time within the accelerated academic curriculum

**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 number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 9% to 4% by May 2025.

Decrease the number of African American students from 15% to 10%.

**Evaluation Data Sources:** FWISD CIP Companion Guide, Daily and periodic attendance reports

**Strategy 1:** Meet with students with three or more absence who do not have a parent/doctor sick note.

Remind students often that attendance equals credit

**Strategy's Expected Result/Impact:** Students will understand that attendance is crucial to high school success and reduce total number of absences.

**Staff Responsible for Monitoring:** Assistant Principal, attendance committee

**Title I:**

2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math





**- ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Contact Parents when students are absent without notice <b>Intended Audience:</b> Absentee students and their parent <b>Provider / Presenter / Person Responsible:</b> Attendance Clerk, Family Engagement Specialist, and Assistant Principal <b>Date(s) / Timeframe:</b> August 15 - May 24 <b>Collaborating Departments:</b> All teachers <b>Delivery Method:</b> phone calls, in-person, SART meetings	Formative		Summative	
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Meet with absentee students during advisory each month. Proceed with school based consequences. <b>Intended Audience:</b> 9-12 grade students <b>Provider / Presenter / Person Responsible:</b> Assistant Principal <b>Date(s) / Timeframe:</b> August 15 -May 24 <b>Delivery Method:</b> In-person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Emergent Bilingual students have limited opportunity for development in English beyond the English content classrooms. <b>Root Cause:</b> Lack of existing advocacy/ Support classes/ In-house programming
<b>Student Learning</b>
<b>Problem Statement 1:</b> Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. <b>Root Cause:</b> Tier 1 instruction is insufficient for some learning gaps
<b>Perceptions</b>
<b>Problem Statement 2:</b> Incoming students may need additional time to adjust to the expectations and challenges presented by TABS. <b>Root Cause:</b> Weak academic foundations and unstructured student practices may contribute to this problem.

**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 African American students from 4% to 0% by May 2025.

**Evaluation Data Sources:** FWISD CIP Companion Guide  
Focus Discipline Reports

**Strategy 1:** Provide support for teacher actions (including infractions) in order to maintain positive classroom environments.

**Strategy's Expected Result/Impact:** Keep students in the classroom and engaged in learning

**Staff Responsible for Monitoring:** Administration team , teachers

**Title I:**

2.5





**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

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

**Problem Statements:** Student Learning 5 - Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Gather teacher feedback for support on a weekly basis during core team meetings and on a monthly basis during grade level and department meetings to offer assistance.</p> <p><b>Intended Audience:</b> Admin Team/Teachers/counselors</p> <p><b>Date(s) / Timeframe:</b> August 15 - May 24</p> <p><b>Collaborating Departments:</b> All</p> <p><b>Delivery Method:</b> In-person, via email or other text</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

### Student Learning

**Problem Statement 5:** Support is required to promote college and career readiness and to nurture a culture that values higher education. **Root Cause:** A significant number of students are first-generation college attendees, lacking direct exposure to adults with college educations or professional careers

### Perceptions

**Problem Statement 2:** Incoming students may need additional time to adjust to the expectations and challenges presented by TABS. **Root Cause:** Weak academic foundations and unstructured student practices may contribute to this problem.

**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:** Maintain a high number of student and parent engagement activities during and outside regular school hours, as evidenced by parent participation in 10 or more events by May 2025.

**Evaluation Data Sources:** Family engagement list of activities and number of parent in attendance  
Event agendas  
School calendar

**Strategy 1:** Continue building an informal PTA with no less than 30 active members who each attend 2 or more school activities. Increased parent involvement will improve student belonging and academic success.

**Strategy's Expected Result/Impact:** 10 or more events with parent attendance/participation

**Staff Responsible for Monitoring:** Family Engagement Specialist and administrators

**Title I:**

4.1, 4.2

**- 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 3: Positive School Culture

**Problem Statements:** School Processes & Programs 2 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Use events and celebrations to actively invite and recruit new parent participants <b>Intended Audience:</b> Parents and guardians <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist All club and organization sponsors Counselors, Post Secondary Specialist, and administrators <b>Date(s) / Timeframe:</b> August 15 -May 24 <b>Delivery Method:</b> On-site, off-site, virtual  <b>Funding Sources:</b> Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-082-30-510-000000-25F10 - \$27,367, Supplies and materials for parent engagement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-082-30-510-000000-25F10 - \$1,000, Snacks for parent participation - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-082-30-510-000000-25F10 - \$805	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** While there has been a notable improvement in parent participation, additional efforts are still required to further enhance engagement. **Root Cause:** It is necessary to actively seek participation in school events and activities.

**Perceptions**

**Problem Statement 1:** Students lack confidence in their ability to manage the academic demands as a result of the accelerated pace. **Root Cause:** Limited time within the accelerated academic curriculum

**Problem Statement 2:** Incoming students may need additional time to adjust to the expectations and challenges presented by TABS. **Root Cause:** Weak academic foundations and unstructured student practices may contribute to this problem.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies and materials	Supplies and materials for instructional use	211-11-6399-04N-082-30-510-000000-25F10	\$1,838.00
3	1	1	1	Teacher extra duty pay	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-082-30-510-000000-25F10	\$6,000.00
3	1	1	1	Travel for student tutoring	Transportation costs for students	211-11-6412-04N-082-30-510-000000-25F10	\$13,800.00
3	1	1	1	subs for supplemental instruction	Subs for supplemental instruction	211-11-6112-04N-082-30-510-000000-25F10	\$2,800.00
3	1	1	1	Snacks and incentives	Snacks or incentives for students	211-11-6499-04N-082-30-510-000000-25F10	\$1,380.00
3	1	2	1	Reading materials for professional development	Reading materials for professional development	211-13-6329-04N-082-30-510-000000-25F10	\$575.00
3	1	2	1	supplies and materials for professional development	Supplies and materials for professional development	211-13-6399-04N-082-30-510-000000-25F10	\$200.00
3	1	2	1	Subs for professional development	Subs for professional development	211-11-6112-0PD-082-30-510-000000-25F10	\$1,120.00
3	1	2	1	PD for teachers	Travel for Teachers (PD)	211-13-6411-04N-082-30-510-000000-25F10	\$5,500.00
3	1	3	1	PD for counselors	Travel for Counselor (PD)	211-31-6411-04N-082-30-510-000000-25F10	\$1,000.00
3	1	3	1	PD for principal and AP	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-082-30-510-000000-25F10	\$1,000.00
3	1	4	1	Travel for students- college and enrichment visits	Transportation costs for students	211-11-6412-04N-082-30-510-000000-25F10	\$2,400.00
4	3	1	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-082-30-510-000000-25F10	\$27,367.00
<b>Sub-Total</b>							<b>\$64,980.00</b>
<b>Budgeted Fund Source Amount</b>							<b>\$64,980.00</b>
<b>+/- Difference</b>							<b>\$0.00</b>

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Snacks for parent participation	Snacks for parents to promote participation	211-61-6499-04L-082-30-510-000000-25F10	\$805.00
4	3	1	1	Supplies and materials for parent engagement	Supplies and materials for parental involvement	211-61-6399-04L-082-30-510-000000-25F10	\$1,000.00
<b>Sub-Total</b>							\$1,805.00
<b>Budgeted Fund Source Amount</b>							\$1,805.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	5	1	General supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-082-11-243-000000-	\$6,600.00
3	1	5	1	Dues	INSTRUCTION   DUES	199-11-6495-XXX-082-11-243-000000-	\$200.00
3	1	5	1	Extra duty	INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-082-11-243-000000-	\$500.00
3	1	5	1	Miscellaneous operating costs (should be \$4000 but this is not rep in plan4 learning)	INSTRUCTION   MISC OPERATING COSTS	199-11-6499-XXX-082-11-243-000000-	\$4,000.00
3	1	5	1	Substitutes	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-082-11-243-000000-	\$500.00
3	1	5	1	Reading materials	INSTRUCTION   OTHER READING MATERIALS	199-11-6329-XXX-082-11-243-000000-	\$900.00
<b>Sub-Total</b>							\$12,700.00
<b>Budgeted Fund Source Amount</b>							\$12,700.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	general supplies	GENERAL SUPPLIES		\$2,171.00
3	1	6	1	Student Travel	TRAVEL - STUDENT		\$2,500.00
<b>Sub-Total</b>							\$4,671.00
<b>Budgeted Fund Source Amount</b>							\$4,671.00
<b>+/- Difference</b>							\$0.00

CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	CTE Supplies and toner	GENERAL SUPPLIES		\$2,000.00
3	1	1	1	CTE miscellaneous operating	MISC OPERATING COSTS		\$2,000.00
3	1	1	1	Student travel	TRAVEL - STUDENT		\$2,500.00
3	1	1	1	Software tools, online access, and/or online testing for students	INSTRUCTIONAL MATERIALS		\$4,000.00
3	1	2	1	CTE Travel	TRAVEL - EMPLOYEE ONLY		\$1,375.00
<b>Sub-Total</b>							\$11,875.00
<b>Budgeted Fund Source Amount</b>							\$11,875.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies and materials	GENERAL SUPPLIES		\$164.00
<b>Sub-Total</b>							\$164.00
<b>Budgeted Fund Source Amount</b>							\$164.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies and materials	Supplies and materials for instructional use	199-11-6399-001-082-24-243-000000-	\$3,179.00
<b>Sub-Total</b>							\$3,179.00
<b>Budgeted Fund Source Amount</b>							\$3,179.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Bilingual education resources and materials	Supplies and materials - instruction	199-11-6399-001-082-25-243-000000	\$918.00
<b>Sub-Total</b>							\$918.00
<b>Budgeted Fund Source Amount</b>							\$918.00
<b>+/- Difference</b>							\$0.00



**UNDISTRIBUTED (199 PIC 99)**

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Travel employee coverage	COCURRICULAR/ EXTRACURRIC   TRAVEL - EMPLOYEE ONLY	199-36-6411-XXX-082-99-243-000000-	\$2,575.00
3	1	5	1	Salary/wage sub support	GUIDANCE & COUNSELING SVC   EXTRA DUTY/OT - SUPPORT	199-31-6121-XXX-082-99-243-000000-	\$3,000.00
3	1	5	1	Misc operating costs	COCURRICULAR/ EXTRACURRIC   MISC OPERATING COSTS	199-36-6499-XXX-082-99-243-000000-	\$450.00
3	1	5	1	Supplies	PLANT MAINT & OPERATION   SUPPLIES MAINT & OPERATION	199-51-6319-XXX-082-99-243-000000-	\$2,223.00
3	1	5	1	Substitutes	COCURRICULAR/ EXTRACURRIC   SUBS - PROFESSIONAL	199-36-6112-XXX-082-99-243-000000-	\$700.00
3	1	5	1	Dues	COCURRICULAR/ EXTRACURRIC   DUES	199-36-6495-XXX-082-99-243-000000-	\$400.00
<b>Sub-Total</b>							\$9,348.00
<b>Budgeted Fund Source Amount</b>							\$9,348.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$109,640.00
<b>Grand Total Spent</b>							\$109,640.00
<b>+/- Difference</b>							\$0.00

# 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