

**Fort Worth Independent School District**  
**006 Eastern Hills High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Eastern Hills High School prepares future leaders for success in the 21st century by engaging students in rigorous and relevant learning opportunities that promote academic, physical, and emotional growth. In partnership with parents and families, we provide a safe haven where everyone is valued, respected, and fully committed to preparing students for college and career readiness.

## Core Values

Belief

Purpose

Growth Mindset

Accountability

Teamwork

## Vision

Our vision is to prepare and motivate our students for a rapidly changing world by instilling critical thinking skills, a global perspective, and respect for core values of belief, purpose, growth mindset, accountability, and teamwork.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	8
Perceptions .....	10
Priority Problem Statements .....	12
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
Goal 1: Decrease the percentage of 9th grade students who score at approaches grade level or below on STAAR ELA 1 from 63% to 70% by August 2025. ....	15
Goal 2: Increase the percentage of 9TH grade students who score at meets grade level or above on STAAR Mathematics from 43% to 53% by August 2025. ....	26
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025. ....	30
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. ....	38
Campus Funding Summary .....	44
Policies, Procedures, and Requirements .....	49

# Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

## Demographics

### Demographics Summary

Eastern Hills High School is a 92% Economically Disadvantaged Title-One campus that serves 1,176 students in grades 9-12th. The campus was built in 1959 and is located in the historic area of East Fort Worth, Texas.

Based on 2022-23 TAPR data, our student population is 49% African American, 42% Hispanic, 8% all other ethnicities. Of the 1,176 students, 18% are coded as Emergent Bilinguals and 13% receive special education services.

The campus mobility rate is approximately 30% percent, and our average daily attendance is currently at 91%.

Our campus invested stakeholders include district leadership, community partners, parents, school staff and our students. To ensure that all stakeholders have a voice, the use of surveys concerning individual needs, input, and feedback regarding school processes are regularly conducted.

The campus special programs highlight the Cyber Security Program of Choice, Post-Secondary dual enrollment programs such as On Ramps through UT Austin and Dual Credit through Tarrant County College.

## Demographics Strengths

### Student demographics strengths:

- Freshman Teachers will continue to track students by their behavior, attendance, and grades to ensure all 9th grade students earn at least 6 credits by the end of the year. Grade Level meetings will continue to discuss expectations of meeting yearly measures to matriculate successfully through high school, hence earning a distinguished diploma.
- Each grade level has an assistant principal and counselor to promote continuity for each grade level over a 4-year span.
- The campus has a 28:1 teacher to student ratio and our attendance rate continues to improve by approximately five percent each year.
- Campus wide use of Restorative Practices has helped to improve student relationships and minimize discipline issues.
- Monthly celebrations that highlights culture, academics, and attendance to promote a sense of belonging and ownership learning experiences.
- Student Support Team meets monthly to identify students who are off-track academically and social emotionally. Students are provided mentors and small group sessions learn how to manage academics and emotions daily.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a need to provide multiple academic experiences of Tier 1 instructional strategies using DDI to improve the overall Domain 1, Domain 2, & Domain 3 accountability for all students. **Root Cause:** There is a lack of professional learning opportunities and strategic monitoring with feedback for Data Driven/Tier 1 instructional strategies for various ability levels.

**Problem Statement 2 (Prioritized):** Less than 50% of students score at the Meets Grade Level in Domain 3 and 33% struggle to make adequate progress in College, Career, and/or Military Readiness and/or Industry-Based Certifications. **Root Cause:** There is a lack of consistency with expectations and monitoring of CCMR/Industry-Based Certifications which hinders appropriate and full completion of each students' academic trajectory for Post-Secondary Readiness.

## Student Learning

### Student Learning Summary

Currently, our overall school rating increased from an overall "64" in 2019 to "68" in 2022. Despite Covid and changes in the accountability system, we are forging in the right direction. We were able to reflect on gaps that hindered overall accountability rating which led to a more intentional focus while enhancing our systems of instructional delivery, feedback and monitoring. Being able to disaggregate our data intentionally, we quickly identified that CCMR was a weakness for our campus. While we were making double digit gains in the Approaches and Meets category for all students and subgroups for core content, we struggled with students meeting the expectations of Domain 3, specifically post-secondary measures. At the end of Spring 2023, we increased from 34% to 67% of seniors meeting post-secondary measures.

### Student Learning Strengths

- 70% of our African American students received their College, Career, and Military Readiness measure at or above the state standard.
- 74% of our Hispanic students received their College, Career, and Military Readiness measure at or above the state standard.
- 69% of our Economically Disadvantaged students received their College, Career, and Military Readiness measure at or above the state standard.
- 59% of TELPAS students decreased scores from 2022.
  - English I students decreased overall academic score by 8% (26%-18%) in one academic year.
  - English II students increased overall academic score by 5% (35%-39%) in one academic year.
  - Social Studies students increased overall academic score by 21% (32-53%) in one academic year.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Student Achievement There is an overall need to improve STAAR performance indicators in Algebra 1, English I, and Biology in the Meets category. Based on the 2023 EOC STAAR data, Algebra 1 decreased by 2% (5 to 3%), English 1 decreased by 6% (24 to 18), and Biology decreased by 11% (26 to 15). **Root Cause:** Due to the shortage of highly qualified teachers, students were not receiving consistent rigorous Tier 1 instruction. Long-Term Substitutes have not received content professional learning across contents when implementing the tenets of the lesson structure to provide grade-level instruction.

**Problem Statement 2:** Students Achievement There is an overall need to increase TELPAS performance for all Emergent Bilingual students. Based on the most recent TELPAS data, there is a 20% decrease between 2022 and 2023 data. In 2023, 59% of our students regressed in their writing assessment. **Root Cause:** ILT has not been consistent in providing professional learning to increase school wide practices regarding key essential elements in the areas of listening, speaking, writing, and reading for all students.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Eastern Hills High School currently offers several Program of Choice programs: Legal Services and Cyber Security. We also offer advanced academic courses such as Dual Credit, On Ramps and AP classes. All content teachers engage in weekly PLCs that focuses on lesson planning and analyzing data. Instructional Leadership Team meets weekly to discuss evidence of weekly focus and walkthrough feedback to teachers to calibrate and determine next action steps. Assistant principals are responsible for tracking behavior, attendance, grades, technology distribution to make informed decisions about students staying on track each year. College & Career Readiness Coach host awareness sessions for students and parents to discuss post-secondary readiness opportunities. ILT will provide professional learning monthly tailored to school processes and programs to improve the quality of Tier 1 instruction for all students.

### **School Processes & Programs Strengths**

Freshman Success Team will continue to track behavior, attendance and grades for all 9th grade students to ensure students earn at least six credits by the end of the year. New Teacher Academy for first year teachers and teachers new to Eastern Hills High School. Post Secondary Success Team will analyze students CCMR completions and develop action steps to ensure students earn a CCMR measure by the end of their senior year. Attendance and Credit recovery is offered daily for students who are not on track due to loss of credits or excessive absences. Monthly ACT/SAT test opportunities for 11th and 12th graders. After school/In-School tutoring is offered in-person and virtually for targeted tiered students.

### **Problem Statements Identifying School Processes & Programs Needs**



**Problem Statement 1 (Prioritized):** School Processes & Programs: Based on the TAPR Report, 33% of our twelfth grade students are not on track to receive their College, Career, and Military Readiness measure. **Root Cause:** There has been a lack of consistent meetings with ILT and Post-Secondary Specialist to develop a culturally responsive instructional environment that embeds monitoring and feedback of available options based on students post-secondary goals.

**Problem Statement 2:** Building relationships with various levels of teachers and students is a continuous process. There is a need for the SST committee to use various data and vertical alignment documents to identify needs, determine action steps and resources needed to address students academic, social emotional, and behavioral needs. **Root Cause:** There is a lack of a strategic system to provide a deeper understanding of various academic, social emotional, and behavioral needs for all learners while implementing a common set of values and expectations as a school community.

## Perceptions

### Perceptions Summary

Eastern Hills High School serves a very diverse and transient population. EHHS uses core values to enhance culture and climate for the entire school community. We will continue to embed all core values in academics and social emotional needs to create a culturally responsive environment in school wide routines, procedures and systems. High expectations need to be systematically and explicitly communicated to all stakeholders to ensure student success is the norm rather than the exception. Development and use of campus-based culture/climate surveys will be analyzed to ensure key indicators are developed, sustained, and maintained.

### Perceptions Strengths

We currently have an Accountability Rating of 68. Our school community continues to graduate at least 97% of the 12th grade class annually. Each year more and more students are earning their CCMR measure which creates multiple pathways for post-secondary readiness whether it is college, career, or military readiness. Grade level, core, and CCMR teams track student progress using a data tracker to determine strengths and weaknesses. It is through constant analyzing of multiple measures of data (STAAR, Benchmark, MAP, CCMR, etc.) that strengthens the overall systems and processes that contributes to continues student achievement even there us constant growth in key areas year after year.

We are more intentional with addressing all students' social and emotional needs. Each SST member has identified a caseload of students that are monitored weekly, and campus/local resources are provided so students can experience a positive learning environment daily. Students have an opportunity to engage individually and/or in a small group setting to learn skills on how to function appropriately when they are faced with challenges academically, socially, and behaviorally.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Less than 30% of parents/guardians attend schoolwide functions. **Root Cause:** In order to increase parental involvement, there is a need for ILT to meet with the Family Engagement Specialist monthly to assist with installing a PTA/PTO, discuss and plan school wide and community events in a timely manner.

# Priority Problem Statements

**Problem Statement 1:** There is a need to provide multiple academic experiences of Tier 1 instructional strategies using DDI to improve the overall Domain 1, Domain 2, & Domain 3 accountability for all students.

**Root Cause 1:** There is a lack of professional learning opportunities and strategic monitoring with feedback for Data Driven/Tier 1 instructional strategies for various ability levels.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Less than 50% of students score at the Meets Grade Level in Domain 3 and 33% struggle to make adequate progress in College, Career, and/or Military Readiness and/or Industry-Based Certifications.

**Root Cause 2:** There is a lack of consistency with expectations and monitoring of CCMR/Industry-Based Certifications which hinders appropriate and full completion of each students' academic trajectory for Post-Secondary Readiness.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Less than 30% of parents/guardians attend schoolwide functions.

**Root Cause 3:** In order to increase parental involvement, there is a need for ILT to meet with the Family Engagement Specialist monthly to assist with installing a PTA/PTO, discuss and plan school wide and community events in a timely manner.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** School Processes & Programs: Based on the TAPR Report, 33% of our twelfth grade students are not on track to receive their College, Career, and Military Readiness measure.

**Root Cause 4:** There has been a lack of consistent meetings with ILT and Post-Secondary Specialist to develop a culturally responsive instructional environment that embeds monitoring and feedback of available options based on students post-secondary goals.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Student Achievement There is an overall need to improve STAAR performance indicators in Algebra 1, English I, and Biology in the Meets category. Based on the 2023 EOC STAAR data, Algebra 1 decreased by 2% (5 to 3%), English 1 decreased by 6% (24 to 18), and Biology decreased by 11% (26 to 15).

**Root Cause 5:** Due to the shortage of highly qualified teachers, students were not receiving consistent rigorous Tier 1 instruction. Long-Term Substitutes have not received content professional learning across contents when implementing the tenets of the lesson structure to provide grade-level instruction.

**Problem Statement 5 Areas:** Student Learning

# 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
- Effective Schools Framework data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

## 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

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

- Parent engagement rate

# Goals

Revised/Approved: April 17, 2024

**Goal 1:** Decrease the percentage of 9th grade students who score at approaches grade level or below on STAAR ELA 1 from 63% to 70% 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 13% to 18% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 16% to 25% by May 2025.

## High Priority

**Evaluation Data Sources:** BYOY Map 2023 PSAT Data 2024 PSAT Data

**Strategy 1:** S1) Continue to develop the capacity of regular program and special populations math and literacy teachers by ensuring they are effectively utilizing and implementing district curriculum resources to ensure alignment to PSAT and TEKS.

**Strategy's Expected Result/Impact:** Increase PSAT Scores

**Staff Responsible for Monitoring:** ILT, post-secondary specialist, and administrator.

## Title I:

2.4, 2.6

### - TEA Priorities:

Connect high school to career and college

### - ESF Levers:

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





### - Targeted Support Strategy - Results Driven Accountability

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Retain and or hired a title 1 teacher to teach PSAT align FWISD curriculum.</p> <p><b>Intended Audience:</b> Students and Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal</p> <p><b>Date(s) / Timeframe:</b> By August 2024</p> <p><b>Collaborating Departments:</b> PSSC, Dean, and Admin Team</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Title 1 - TITLE I (211) - 211-11-6119-04N-006-30-510-000000-25F10 - \$75,550</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Lesson plans will receive weekly feedback from a member of the ILT: emphasis will be placed on ensuring alignment to tier 1 curriculum expectations, state standards, FWISD literacy frameworks, and culturally responsive instructional strategies.</p> <p><b>Intended Audience:</b> ILT</p> <p><b>Provider / Presenter / Person Responsible:</b> PRINCIPAL</p> <p><b>Date(s) / Timeframe:</b> BY AUGUST 2024</p> <p><b>Collaborating Departments:</b> All Contents</p> <p><b>Delivery Method:</b> FACE TO FACE</p> <p><b>Funding Sources:</b> SUPPLIES - TITLE I (211) - 211-11-6399-04N-006-30-510-000000-25F10 - \$8,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide additional support for gifted and talented students to challenge them to perform at levels that reflects the rigor of their instructional delivery</p> <p><b>Intended Audience:</b> High School GT Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Post Secondary Specialist, and ILT</p> <p><b>Date(s) / Timeframe:</b> August 2024-April 2025</p> <p><b>Collaborating Departments:</b> All Departments</p> <p><b>Delivery Method:</b> Face-to-Face Teams</p> <p><b>Funding Sources:</b> supplies, tutorial, technology - GT (199 PIC 21) - \$1,352</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Core teachers will participate in Content PLCs to develop grade level lessons and intentional strategies to support our Special Education students that will improve Tier 1 instruction for all students. Teachers will submit all documents in electronic PLC Binder before lesson implementation. Non-core teachers will develop lesson plans via department meetings and submit common/unit assessments via Google Doc Tracking Sheet.</p> <p><b>Intended Audience:</b> All Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team, PLC Leaders, Department Chairs</p> <p><b>Date(s) / Timeframe:</b> August 2024 to May 2025</p> <p><b>Collaborating Departments:</b> All Departments</p> <p><b>Delivery Method:</b> Canvas Google Classroom Face-to-Face PLC Zero/Ninth hour support</p> <p><b>Funding Sources:</b> extra duty pay - SPED (199 PIC 23) - \$3,000, furniture and equipment - SPED (199 PIC 23) - \$5,500, supplies and materials - SPED (199 PIC 23) - \$8,765</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Snacks for tutorials .</p> <p><b>Intended Audience:</b> High school students</p> <p><b>Provider / Presenter / Person Responsible:</b> Family engagement and community specialist</p> <p><b>Date(s) / Timeframe:</b> 2024-2025 school year</p> <p><b>Collaborating Departments:</b> All Contents</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> student snacks for tutorials and testing - TITLE I (211) - 211-11-6499-04N-006-30-510-000000-25F10 - \$6,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p><b>Action Step 6:</b> Supplies for all student testing</p> <p><b>Intended Audience:</b> Students Testing</p> <p><b>Provider / Presenter / Person Responsible:</b> Dean of Students/ Administrators</p> <p><b>Date(s) / Timeframe:</b> 2024-2025 school year</p> <p><b>Collaborating Departments:</b> All Contents</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> supplies for testing - TITLE I (211) - 211-11-6399-04N-006-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 7 Details	Reviews			
<p><b>Action Step 7:</b> Conduct a book study with Instructional Leadership Team on Culturally Responsive Teaching and best instructional practice and leadership</p> <p><b>Intended Audience:</b> ILT</p> <p><b>Provider / Presenter / Person Responsible:</b> District Curriculum Specialists/Instructional Leadership Team</p> <p><b>Date(s) / Timeframe:</b> October 2024-April 2025</p> <p><b>Collaborating Departments:</b> Campus/District</p> <p><b>Delivery Method:</b> in Person</p> <p><b>Funding Sources:</b> culturally responsive resources - BASIC (199 PIC 11) - 199-11-6321-XXX-006-11-243-000000- - \$2,350</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 8 Details	Reviews			
<p><b>Action Step 8:</b> TA will work with Gen Ed teachers and SPED dept, planning lesson will receive weekly feedback from a member of the ILT: emphasis will be placed on ensuring alignment to tier 1 curriculum expectations, state standards, FWISD literacy frameworks, and culturally responsive instructional strategies.</p> <p><b>Intended Audience:</b> Teacher Assistant</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin Team</p> <p><b>Date(s) / Timeframe:</b> Oct 2024- May 2025</p> <p><b>Collaborating Departments:</b> All Core Depts</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Teacher Assistance - TITLE I (211) - 211-11-6129-04N-006-30-510-000000-25F10 - \$26,850.60</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Strategy 2:** Instructional Leadership Team and Student Support Teams will ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources.

**Strategy's Expected Result/Impact:** Increase alignment to standards, rigor, and lesson.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> ILT AND TEACHERS WILL CONDUCT LEARNING WALK AND BEST PRACTICES TO ALIGN WITH PLC'S</p> <p><b>Intended Audience:</b> ILT  <b>Provider / Presenter / Person Responsible:</b> PRINCIPAL  <b>Date(s) / Timeframe:</b> BY AUGUST 2024  <b>Collaborating Departments:</b> All Contents  <b>Delivery Method:</b> FACE TO FACE</p> <p><b>Funding Sources:</b> SUBS - TITLE I (211) - 211-11-6112-0PD-006-30-510-000000-25F10 - \$5,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> PURCHASE ADDITIONAL TECHNOLOGY FOR INTRUCTIONAL RELATED ACTIVITES.</p> <p><b>Intended Audience:</b> TEACHERS  <b>Provider / Presenter / Person Responsible:</b> PRINCIPAL  <b>Date(s) / Timeframe:</b> BY AUGUST 2024  <b>Collaborating Departments:</b> All Contents  <b>Delivery Method:</b> FACE TO FACE</p> <p><b>Funding Sources:</b> TECHNOLOGY - TITLE I (211) - 211-11-6396-04N-006-30-510-000000-25F10 - \$10,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Purchase of Audio equipment for various student events; ie. six weeks celebrations, parent meetings, Math/ Science nights, etc., throughout the year.</p> <p><b>Intended Audience:</b> 9-12 grade students  <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team  <b>Date(s) / Timeframe:</b> August 2024- May-2025  <b>Collaborating Departments:</b> All Departments  <b>Delivery Method:</b> in-person</p> <p><b>Funding Sources:</b> audio speakers, amplifier, microphones - TITLE I (211) - 211-11-6399-04N-006-30-510-000000-25F10 - \$6,000</p>	<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 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** There is a need to provide multiple academic experiences of Tier 1 instructional strategies using DDI to improve the overall Domain 1, Domain 2, & Domain 3 accountability for all students. **Root Cause:** There is a lack of professional learning opportunities and strategic monitoring with feedback for Data Driven/Tier 1 instructional strategies for various ability levels.

**Problem Statement 2:** Less than 50% of students score at the Meets Grade Level in Domain 3 and 33% struggle to make adequate progress in College, Career, and/or Military Readiness and/or Industry-Based Certifications. **Root Cause:** There is a lack of consistency with expectations and monitoring of CCMR/Industry-Based Certifications which hinders appropriate and full completion of each students' academic trajectory for Post-Secondary Readiness.

**Goal 1:** Decrease the percentage of 9th grade students who score at approaches grade level or below on STAAR ELA 1 from 63% to 70% by August 2025.

**Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from 54 \_\_\_% to \_\_\_60\_\_\_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_54\_\_\_% to \_60\_\_\_% by May 2025.

**High Priority**

**Evaluation Data Sources:** BYOY, Map 2023 PSAT Data, AND 2024 PSAT Data

**Strategy 1:** Professional development for all teachers on best instructional practices for EB students during PLC and faculty meeting

**Strategy's Expected Result/Impact:** INCREASE EB SCORES ON ENGLISH 1 TEST

**Staff Responsible for Monitoring:** PRINCIPAL

**Title I:**

2.4, 2.5

- **TEA Priorities:**

Improve low-performing schools


- **ESF Levers:**


Lever 5: Effective Instruction


- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**


**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PURCHASE PROGRAMS (TO ASSIST EB STUDENTS WITH LANGUAGE ACQUISITIONS) <b>Intended Audience:</b> STUDENTS <b>Provider / Presenter / Person Responsible:</b> PRINCIPAL <b>Date(s) / Timeframe:</b> BY AUGUST 2024 <b>Collaborating Departments:</b> All Contents <b>Delivery Method:</b> FACE TO FACE  <b>Funding Sources:</b> LISTEN WISE - BEA (199 PIC 25) - 199-11-6396-001-006-25-243-000000 - \$2,797	Formative		Summative	
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There is a need to provide multiple academic experiences of Tier 1 instructional strategies using DDI to improve the overall Domain 1, Domain 2, & Domain 3 accountability for all students. <b>Root Cause:</b> There is a lack of professional learning opportunities and strategic monitoring with feedback for Data Driven/Tier 1 instructional strategies for various ability levels.

**Goal 1:** Decrease the percentage of 9th grade students who score at approaches grade level or below on STAAR ELA 1 from 63% to 70% by August 2025.

**Performance Objective 3:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from 58% to 63% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43% to 48% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Staar data, and MAP data

**Strategy 1:** Instructional Leadership Team and Student Support Teams will ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources.

**Strategy's Expected Result/Impact:** ILT

**Staff Responsible for Monitoring:** PRINCIPAL

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Improve low-performing schools





- **ESF Levers:**

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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> TEACHERS WILL ATTEND CONFERENCE TO STUDY HOW CULTURE SUPPORTS ALIGNMENT AND STUDENT ACHIEVEMENT <b>Intended Audience:</b> TEACHERS <b>Provider / Presenter / Person Responsible:</b> PRINCIPAL <b>Date(s) / Timeframe:</b> BY AUGUST 2024 <b>Delivery Method:</b> FACE TO FACE  <b>Funding Sources:</b> Professional Development - BASIC (199 PIC 11) - 199-11-6411-XXX-006-11-243-000000- - \$10,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> TEACHERS WILL ENGAGE IN DEEP PLANNING CYCLE ONCE A SIX WEEKS <b>Intended Audience:</b> TEACHERS <b>Provider / Presenter / Person Responsible:</b> PRINCIPAL <b>Date(s) / Timeframe:</b> BY AUGUST 2024 <b>Delivery Method:</b> FACE TO FACE  <b>Funding Sources:</b> SUBS - TITLE I (211) - 211-11-6112-0PD-006-30-510-000000-25F10 - \$2,000	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 2:** Admin team will delve deep into the three big ideas of a PLC--focus on learning, build a collaborative culture, and results orientation--

**Strategy's Expected Result/Impact:** Admin team will gain specific, practical, and inspiring strategies for transforming the content PLC's into a place where all students learn at high levels.

**Staff Responsible for Monitoring:** Admin Team

**Title I:**

2.5

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Demographics 1



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> The admin team, and dean of instruction will attend a approved Conference. The program includes time for questions during the breakout sessions, a panel of experts to address questions from the audience, and time for teams to reflect and seek the advice of the presenters. At the end of team time, you will focus on next action steps, with presenters on hand to guide the team.</p> <p><b>Intended Audience:</b> Admin Team, Dean of Instruction  <b>Provider / Presenter / Person Responsible:</b> Admin Team, Dean of Instruction  <b>Date(s) / Timeframe:</b> June 2025- July 2025  <b>Collaborating Departments:</b> ILT  <b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Professional Development - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-006-99-243-000000- - \$16,750</p>	Formative		Summative	
	Nov	Jan	Mar	June






**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to provide multiple academic experiences of Tier 1 instructional strategies using DDI to improve the overall Domain 1, Domain 2, &amp; Domain 3 accountability for all students. <b>Root Cause:</b> There is a lack of professional learning opportunities and strategic monitoring with feedback for Data Driven/Tier 1 instructional strategies for various ability levels.</p>

**Goal 2:** Increase the percentage of 9TH grade students who score at meets grade level or above on STAAR Mathematics from 43% to 53% 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 86\_\_% to \_90\_\_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_87\_\_% to \_90\_\_% by May 2025.

**High Priority**

**Evaluation Data Sources:** CCMR Data Tracker, FASFA Report, CTE Certifications

**Strategy 1:** Lesson plans will receive weekly feedback from a member of the ILT: emphasis will be placed on ensuring alignment to tier 1 curriculum expectations, state standards, FWISD literacy and frameworks, and culturally responsive instructional strategies.

**Strategy's Expected Result/Impact:** INCREASE MATH SCORES

**Staff Responsible for Monitoring:** PRINCIPAL

**Title I:**

2.4, 2.6, 4.2

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**


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


**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> TEACHERS WILL ATTEND CONFERENCE TO STUDY LESSON ALIGNMENT AND FORMATIVE ASSESSMENT <b>Intended Audience:</b> TEACHERS <b>Provider / Presenter / Person Responsible:</b> PRINCIPAL <b>Date(s) / Timeframe:</b> BY AUGUST 2024 <b>Delivery Method:</b> FACT TO FACE 2024  <b>Funding Sources:</b> PROFESSIONAL DEVELOPMENT CONFERENCE - TITLE I (211) - 211-13-6411-04N-006-30-510-000000-25F10 - \$14,000, PROFESSIONAL DEVELOPMENT CONFERENCE - TITLE I (211) - 211-23-6411-04N-006-30-510-000000-25F10 - \$12,000	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** There is a need to provide multiple academic experiences of Tier 1 instructional strategies using DDI to improve the overall Domain 1, Domain 2, & Domain 3 accountability for all students. **Root Cause:** There is a lack of professional learning opportunities and strategic monitoring with feedback for Data Driven/Tier 1 instructional strategies for various ability levels.

**Goal 2:** Increase the percentage of 9TH grade students who score at meets grade level or above on STAAR Mathematics from 43% to 53% by August 2025.

**Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 3 % to 10 % by May 2025. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 5 % to 10 % by May 2025.

**High Priority**

**Evaluation Data Sources:** On-Track Data Tracker, Benchmark Data, Exit Tickets

**Strategy 1:** Classroom walkthroughs and feedback will focus on lesson alignment to the FWISD scope and sequence, state/program standards, and effective implementation.

**Strategy's Expected Result/Impact:** Increase math scores for all students

**Staff Responsible for Monitoring:** Principal

**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, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Core teachers will participate in Content PLCs to develop grade level lessons that will improve Tier 1 instruction for all students. Teachers will submit all documents in electronic PLC Binder before lesson implementation.</p> <p><b>Intended Audience:</b> Teachers, Instructional Leadership Team</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, APs, Instructional Coaches</p> <p><b>Date(s) / Timeframe:</b> August 2024 - May 2025</p> <p><b>Collaborating Departments:</b> All Departments</p> <p><b>Delivery Method:</b> Bi-Weekly</p> <p><b>Funding Sources:</b> Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-006-11-243-000000- - \$3,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Student support team will provide student incentives, rewards and academic pep rallies to support student success, growth, approaches, meets and mastery in student-specific goals.</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Student Support Services/Assistant Principal  <b>Date(s) / Timeframe:</b> Aug 2024  <b>Collaborating Departments:</b> All Depts.  <b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Student/ community Activities - SCE (199 PIC 24) - 199-11-6399-001-006-24-243-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Technological support and software will be provided to staff and students to support student advancement in all academic areas</p> <p><b>Intended Audience:</b> Students and Staff  <b>Provider / Presenter / Person Responsible:</b> Teachers and ILT  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> All Departments  <b>Delivery Method:</b> In Person  Canvas  Google Classroom  Software ( IXL, Sirius</p> <p><b>Funding Sources:</b> Technology - BASIC (199 PIC 11) - 199-11-6396-XXX-006-11-243-000000- - \$4,750, software and instructional materials etc. IXL, Sirius - BASIC (199 PIC 11) - 199-11-6321-XXX-006-11-243-000000- - \$2,000, software such as IXL, Siruis - TITLE I (211) - 211-11-6329-04N-006-30-510-000000-25F10 - \$5,000</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>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to provide multiple academic experiences of Tier 1 instructional strategies using DDI to improve the overall Domain 1, Domain 2, &amp; Domain 3 accountability for all students. <b>Root Cause:</b> There is a lack of professional learning opportunities and strategic monitoring with feedback for Data Driven/Tier 1 instructional strategies for various ability levels.</p>

**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 70\_\_% to 80\_\_% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 85\_\_% to 90\_\_% by May 2025.

**High Priority**

**Evaluation Data Sources:** CCMR Data Tracker, FAFSA Report, CTE Certification

**Strategy 1:** Focus on the continuous effectiveness of post-secondary committee by providing professional learning opportunities in the areas of student goal setting, monitoring and tracking student progress

**Strategy's Expected Result/Impact:** By May 2025 85% of our annual graduates will obtain at least 1 CCMR measure

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Post-Secondary Specialist, and CCMR Teachers

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools


**- ESF Levers:**

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


**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By August 31, develop a system/cycle of observation and feedback and also provide teachers with needed support and resources including technology to advanced academic/CTE courses aligned to College Board and CTE certification requirements with PSS coordinator, counselors and ILT, and share with staff by mid September.</p> <p><b>Intended Audience:</b> CTE/ Advanced Academic Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT, Teachers, Administration Team, Post Secondary Specialist/ Lead Counselor</p> <p><b>Date(s) / Timeframe:</b> September 2024- May 2025</p> <p><b>Collaborating Departments:</b> Dual Credit/ CTE</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> - CTE (199 PIC 22) - \$15,000, - CTE (199 PIC 22) - \$3,000, - CTE (199 PIC 22) - \$5,331</p>	Formative		Summative	
	Nov	Jan	Mar	June


Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> To provide students with exposure to post secondary academic growth. Students will attend college visits/ educational field trips to provide more information regarding firsthand observations, instructional opportunities to analyze of what different post secondary schools to enhance their growth and to also educate our students through exploring educational sites and opportunity</p> <p><b>Intended Audience:</b> All Students</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT Teachers, Administration Team, Post Secondary Team</p> <p><b>Date(s) / Timeframe:</b> September 2024- May 2025</p> <p><b>Collaborating Departments:</b> CCMR</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Travel for college tour and Educational Field Trips - UNDISTRIBUTED (199 PIC 99) - 199-36-6412-XXX-006-99-243-000000- - \$11,972, Travel for college tour - TITLE I (211) - 211-11-6412-04N-006-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Less than 50% of students score at the Meets Grade Level in Domain 3 and 33% struggle to make adequate progress in College, Career, and/or Military Readiness and/or Industry-Based Certifications. <b>Root Cause:</b> There is a lack of consistency with expectations and monitoring of CCMR/Industry-Based Certifications which hinders appropriate and full completion of each students' academic trajectory for Post-Secondary Readiness.</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 82% to 95% by May 2025. A

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 63% to 83% by May 2025.

**High Priority**

**Evaluation Data Sources:** ADQ On-Track Data Tracker, Benchmark Data, Assessment Data

**Strategy 1:** Develop roles and responsibilities of the 9th Grade Teachers that captures the practices and policies consistent with district goals.

**Strategy's Expected Result/Impact:** Teachers will learn how to execute roles and responsibilities with fidelity to assist with tracking and monitoring student's behavior, attendance, and grades

**Staff Responsible for Monitoring:** Teachers will learn how to execute roles and responsibilities with fidelity to assist with tracking and monitoring student's behavior, attendance, and grades

**Title I:**

2.4, 2.6, 4.2

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> ILT and Freshman Teachers will learn how to execute roles and responsibilities with fidelity to assist with tracking and monitoring student's behavior, attendance, and grades</p> <p><b>Intended Audience:</b> Freshman Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Freshman Success Team and Instructional Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2024- November 2024</p> <p><b>Collaborating Departments:</b> Core Content/ Attendance/ Counseling</p> <p><b>Delivery Method:</b> In-person</p> <p><b>Funding Sources:</b> Technology support - BASIC (199 PIC 11) - 199-11-6396-XXX-006-11-243-000000- - \$1,400</p>	Formative		Summative	
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Conduct celebrations for students by providing every 6 week celebration and having award ceremonies to celebrate student achievement</p> <p><b>Intended Audience:</b> High School Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Counselors, student support team</p> <p><b>Date(s) / Timeframe:</b> September 2024-May 2025</p> <p><b>Collaborating Departments:</b> All Departments</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> rent equipment for awards ceremony and celebrations - BASIC (199 PIC 11) - 199-11-6267-XXX-006-11-243-000000- - \$2,000, Student travel for incentive - BASIC (199 PIC 11) - 199-11-6412-XXX-006-11-243-000000- - \$7,000</p>	Formative		Summative	
	Nov	Jan	Mar	June






**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to provide multiple academic experiences of Tier 1 instructional strategies using DDI to improve the overall Domain 1, Domain 2, &amp; Domain 3 accountability for all students. <b>Root Cause:</b> There is a lack of professional learning opportunities and strategic monitoring with feedback for Data Driven/Tier 1 instructional strategies for various ability levels.</p>

**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 43 \_\_\_% to \_53\_\_\_% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_45\_\_\_% to \_55\_\_\_% by May 2025.

**High Priority**

**Evaluation Data Sources:** Unit Assessment Data, B,M,EOY, Benchmark Data, Siruis Data, K-12 Intervene Data

**Strategy 1:** Provide At- Risk students with additional educational supports to help close learning gaps to increase academic performance.

**Strategy's Expected Result/Impact:** Students will be provided additional support in Math and English through web-based programs that along with teacher support and academic proctors, the students will be able to receive instruction to help close instructional gaps

**Staff Responsible for Monitoring:** Teachers, Counselors, and Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide students with the needed and added supports to assist At-Risk students to close educational gaps in learning.</p> <p><b>Intended Audience:</b> At-Risk students, Teachers, Instructional Leadership Team</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers of At-Risk Students, Student Support Team</p> <p><b>Date(s) / Timeframe:</b> August 2024- April 2025</p> <p><b>Collaborating Departments:</b> Core Content/ Counseling</p> <p><b>Delivery Method:</b> In-Person and Online teacher for K-12 Intervene</p> <p><b>Funding Sources:</b> Sirius materials and platform, K-12 Intervene, and K-12 Summit - SCE (199 PIC 24) - 199-11-6399-001-006-24-243-000000- - \$12,878</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Empty review cells			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Student Achievement There is an overall need to improve STAAR performance indicators in Algebra 1, English I, and Biology in the Meets category. Based on the 2023 EOC STAAR data, Algebra 1 decreased by 2% (5 to 3%), English 1 decreased by 6% (24 to 18), and Biology decreased by 11% (26 to 15). **Root Cause:** Due to the shortage of highly qualified teachers, students were not receiving consistent rigorous Tier 1 instruction. Long-Term Substitutes have not received content professional learning across contents when implementing the tenets of the lesson structure to provide grade-level instruction.

**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 10% to 15% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 5% to 10% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** SAT/ ACT SCORES

**Strategy 1:** Provide boot camp and other supports for student to receive that additional instruction needed from school vendors that can provide student workshops

**Strategy's Expected Result/Impact:** Students that attend boot camp or workshops will increase their understanding of standards that affect the outcome of their SAT or ACT results

**Staff Responsible for Monitoring:** Post Secondary Specialist/ Go Center

**Title I:**

2.4, 2.5

- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Vendors to provide boot camp support for students that are scheduled to take post secondary exams <b>Intended Audience:</b> high school students <b>Provider / Presenter / Person Responsible:</b> Teachers and Post Secondary Specialist <b>Date(s) / Timeframe:</b> September 2024- May 2025 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Contract services - BASIC (199 PIC 11) - 199-11-6299-XXX-006-11-243-000000- - \$7,222	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 4 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** School Processes & Programs: Based on the TAPR Report, 33% of our twelfth grade students are not on track to receive their College, Career, and Military Readiness measure. **Root Cause:** There has been a lack of consistent meetings with ILT and Post-Secondary Specialist to develop a culturally responsive instructional environment that embeds monitoring and feedback of available options based on students post-secondary goals.

**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 92% to 95% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 89% to 92% by May 2025.

**High Priority**

**Evaluation Data Sources:** Absence Summary Report, MTTS monthly report

**Strategy 1:** Engage parents and outcome base discussions for student success.

**Strategy's Expected Result/Impact:** Increase attendance and on track to graduate.

**Staff Responsible for Monitoring:** Principal

**Title I:**

4.1

- **TEA Priorities:**

Improve low-performing schools





- **ESF Levers:**

Lever 2: Strategic Staffing

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> The Family and Community Specialist will host community events for students and families <b>Intended Audience:</b> Parents and Students <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> By August 2024 <b>Collaborating Departments:</b> All Contents <b>Delivery Method:</b> Face to Face  <b>Funding Sources:</b> Snacks - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-006-30-510-000000-25F10 - \$3,000, *UA - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-006-30-510-000000-25F10	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Purchase equipment &amp; materials needed for Award Banquet.</p> <p><b>Intended Audience:</b> Host an award ceremony for students and parents who earned a A/B honor roll for second semester</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team</p> <p><b>Date(s) / Timeframe:</b> Spring Semester</p> <p><b>Collaborating Departments:</b> All Contents</p> <p><b>Delivery Method:</b> once per semester</p> <p><b>Funding Sources:</b> - TITLE I (211) - 211-11-6499-04N-006-30-510-000000-25F10 - \$4,400, UA - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-006-30-510-000000-25F10 - \$4,098</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>Perceptions</b>
<p><b>Problem Statement 1:</b> Less than 30% of parents/guardians attend schoolwide functions. <b>Root Cause:</b> In order to increase parental involvement, there is a need for ILT to meet with the Family Engagement Specialist monthly to assist with installing a PTA/PTO, discuss and plan school wide and community events in a timely manner.</p>

**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 or the student group that is most marginalized on our campus (gender, race, program, other) from 30% to 20% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** SUSPENSION DATA

**Strategy 1:** Utilize certain staff members to identify students that have developed a habit of having excessive suspensions

**Strategy's Expected Result/Impact:** Decrease student out of school suspensions

**Staff Responsible for Monitoring:** All staff

**Title I:**

2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There is a need to provide multiple academic experiences of Tier 1 instructional strategies using DDI to improve the overall Domain 1, Domain 2, & Domain 3 accountability for all students. <b>Root Cause:</b> There is a lack of professional learning opportunities and strategic monitoring with feedback for Data Driven/Tier 1 instructional strategies for various ability levels.



**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 \_50\_% to \_70\_% by May 2025.

Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_60\_% to \_75\_% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Collaborate with community organizations, and Historical Data review.

Collaboration with Community Organizations:

Collaborate with community organizations that serve marginalized populations to gather insights and feedback. They can provide valuable input on how to improve perceptions and outcomes.

Historical Data Review:

Review historical data trends to identify past successes and challenges in engaging marginalized student groups. Use this information to inform strategies for improvement.

**Strategy 1:** Increase parents and on track student success.

**Strategy's Expected Result/Impact:** Increase attendance on track to graduate

**Staff Responsible for Monitoring:** Principal

**Title I:**

4.1

**- TEA Priorities:**





Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 2: Strategic Staffing

**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hired Family and Community Outreach Specialist <b>Intended Audience:</b> Parents and students <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> By August 2024 <b>Collaborating Departments:</b> Admin team <b>Delivery Method:</b> Face to Face  <b>Funding Sources:</b> Family and Community Outreach Specialist - TITLE I (211) - 211-61-6119-04L-006-30-510-000000-25F10 - \$62,415	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>				

**Strategy 2:** Decrease the percentage of in and out of school suspensions for African American students that are disproportionately for disciplinary action,

**Strategy's Expected Result/Impact:** Decrease suspensions in AA students

**Staff Responsible for Monitoring:** Principal

**Title I:**

2.6

- **TEA Priorities:**





Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> MONTHLY MEETING WITH MTSS TEAM, CONTINUING WORKING WITH DISTRICT INITIATIVES PROGRAMS. I.E. MY BROTHERS KEEPERS</p> <p><b>Intended Audience:</b> Decrease suspensions in AA students</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal</p> <p><b>Date(s) / Timeframe:</b> By August 2024</p> <p><b>Collaborating Departments:</b> All Contents</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Incentives promoting academic success - TITLE I (211) - 211-11-6399-04N-006-30-510-000000-25F10 - \$1,200, - TITLE I (211) - 211-61-6399-04L-006-30-510-000000-25F10 - \$3,000, - TITLE I (211) - 211-11-6399-04N-006-30-510-000000-25F10 - \$2,434</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide additional extracurricular activity, Powerlifting that students want to participate, which will assist in students keeping up their attendance and grades. It will also assist in reducing behavior issues which will reduce suspensions because of rules and expectations set by the Coach. Coach will also support students academically by providing study hall and motivate students to play other sports to assist in building up other programs.</p> <p><b>Intended Audience:</b> Students parents staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Coach Principal</p> <p><b>Date(s) / Timeframe:</b> August 2024- May-2025</p> <p><b>Collaborating Departments:</b> Athletics</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Head Powerlifting Coach Stipend - UNDISTRIBUTED (199 PIC 99) - 199-36-6118-XXX-006-99-243-000000- - \$8,500</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 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Less than 30% of parents/guardians attend schoolwide functions. <b>Root Cause:</b> In order to increase parental involvement, there is a need for ILT to meet with the Family Engagement Specialist monthly to assist with installing a PTA/PTO, discuss and plan school wide and community events in a timely manner.</p>

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Title 1	Title I Reading/ Mathematics Teacher	211-11-6119-04N-006-30-510-000000-25F10	\$75,550.00
1	1	1	2	SUPPLIES	Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-25F10	\$8,000.00
1	1	1	5	student snacks for tutorials and testing	Snacks or incentives for students	211-11-6499-04N-006-30-510-000000-25F10	\$6,000.00
1	1	1	6	supplies for testing	Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-25F10	\$1,000.00
1	1	1	8	Teacher Assistance	Title I Teacher Assistant	211-11-6129-04N-006-30-510-000000-25F10	\$26,850.60
1	1	2	1	SUBS	Subs for professional development	211-11-6112-0PD-006-30-510-000000-25F10	\$5,000.00
1	1	2	2	TECHNOLOGY	Technology for instructional use	211-11-6396-04N-006-30-510-000000-25F10	\$10,000.00
1	1	2	3	audio speakers, amplifier, microphones	Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-25F10	\$6,000.00
1	3	1	2	SUBS	Subs for professional development	211-11-6112-0PD-006-30-510-000000-25F10	\$2,000.00
2	1	1	1	PROFESSIONAL DEVELOPMENT CONFERENCE	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-006-30-510-000000-25F10	\$12,000.00
2	1	1	1	PROFESSIONAL DEVELOPMENT CONFERENCE	Travel for Teachers (PD)	211-13-6411-04N-006-30-510-000000-25F10	\$14,000.00
2	2	1	3	software such as IXL, Siruis	Reading materials & Software for classroom use	211-11-6329-04N-006-30-510-000000-25F10	\$5,000.00
3	1	1	2	Travel for college tour	Transportation costs for students	211-11-6412-04N-006-30-510-000000-25F10	\$5,000.00
4	1	1	2		Snacks or incentives for students	211-11-6499-04N-006-30-510-000000-25F10	\$4,400.00
4	3	1	1	Family and Community Outreach Specialist	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-006-30-510-000000-25F10	\$62,415.00

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	2	1	Incentives promoting academic success	Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-25F10	\$1,200.00
4	3	2	1		Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-25F10	\$2,434.00
4	3	2	1		Supplies and materials for parental involvement	211-61-6399-04L-006-30-510-000000-25F10	\$3,000.00
<b>Sub-Total</b>							\$249,849.60
<b>Budgeted Fund Source Amount</b>							\$249,849.60
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Snacks	Snacks for parents to promote participation	211-61-6499-04L-006-30-510-000000-25F10	\$3,000.00
4	1	1	1	*UA	Supplies and materials for parental involvement	211-61-6399-04L-006-30-510-000000-25F10	\$0.00
4	1	1	2	UA	Supplies and materials for parental involvement	211-61-6399-04L-006-30-510-000000-25F10	\$4,098.00
<b>Sub-Total</b>							\$7,098.00
<b>Budgeted Fund Source Amount</b>							\$7,098.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	7	culturally responsive resources	INSTRUCTION   INSTRUCTIONAL MATERIALS	199-11-6321-XXX-006-11-243-000000-	\$2,350.00
1	3	1	1	Professional Development	INSTRUCTION   TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-006-11-243-000000-	\$10,000.00
2	2	1	1	Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-006-11-243-000000-	\$3,500.00
2	2	1	3	Technology	INSTRUCTION   TECHNOLOGY < \$5000	199-11-6396-XXX-006-11-243-000000-	\$4,750.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	3	software and instructional materials etc. IXL, Sirius	INSTRUCTION   INSTRUCTIONAL MATERIALS	199-11-6321-XXX-006-11-243-000000-	\$2,000.00
3	2	1	1	Technology support	INSTRUCTION   TECHNOLOGY < \$5000	199-11-6396-XXX-006-11-243-000000-	\$1,400.00
3	2	1	2	Student travel for incentive	INSTRUCTION   TRAVEL - STUDENT	199-11-6412-XXX-006-11-243-000000-	\$7,000.00
3	2	1	2	rent equipment for awards ceremony and celebrations	INSTRUCTION   RENTALS-OTHER	199-11-6267-XXX-006-11-243-000000-	\$2,000.00
3	4	1	1	Contract services	INSTRUCTION   MISC CONTRACTED SERVICES	199-11-6299-XXX-006-11-243-000000-	\$7,222.00
<b>Sub-Total</b>							\$40,222.00
<b>Budgeted Fund Source Amount</b>							\$40,222.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3	supplies, tutorial, technology	GENERAL SUPPLIES		\$1,352.00
<b>Sub-Total</b>							\$1,352.00
<b>Budgeted Fund Source Amount</b>							\$1,352.00
<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		TRAVEL - STUDENT		\$5,331.00
3	1	1	1		INSTRUCTIONAL MATERIALS		\$3,000.00
3	1	1	1		MNT/RPR FURN/COMPUT/EQUIP		\$15,000.00
<b>Sub-Total</b>							\$23,331.00
<b>Budgeted Fund Source Amount</b>							\$23,331.00
<b>+/- Difference</b>							\$0.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	4	furniture and equipment	FURN&EQUIP< 5,000		\$5,500.00
1	1	1	4	extra duty pay	EXTRA DUTY/OT - SUPPORT		\$3,000.00
1	1	1	4	supplies and materials	GENERAL SUPPLIES		\$8,765.00
<b>Sub-Total</b>							\$17,265.00
<b>Budgeted Fund Source Amount</b>							\$17,265.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	2	Student/ community Activities	Supplies and materials for instructional use	199-11-6399-001-006-24-243-000000-	\$3,000.00
3	3	1	1	Sirius materials and platform, K-12 Intervene, and K-12 Summit	Supplies and materials for instructional use	199-11-6399-001-006-24-243-000000-	\$12,878.00
<b>Sub-Total</b>							\$15,878.00
<b>Budgeted Fund Source Amount</b>							\$15,878.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	LISTEN WISE	Technology - instruction	199-11-6396-001-006-25-243-000000	\$2,797.00
<b>Sub-Total</b>							\$2,797.00
<b>Budgeted Fund Source Amount</b>							\$2,797.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	Professional Development	SCHOOL LEADERSHIP   TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-006-99-243-000000-	\$16,750.00
3	1	1	2	Travel for college tour and Educational Field Trips	COCURRICULAR/ EXTRACURRIC   TRAVEL - STUDENT	199-36-6412-XXX-006-99-243-000000-	\$11,972.00

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
4	3	2	2	Head Powerlifting Coach Stipend	COCURRICULAR/ EXTRACURRIC   STIPEND - PROFESSIONAL	199-36-6118-XXX-006-99-243-000000-	\$8,500.00
<b>Sub-Total</b>							\$37,222.00
<b>Budgeted Fund Source Amount</b>							\$40,222.00
<b>+/- Difference</b>							\$3,000.00
<b>Grand Total Budgeted</b>							\$398,014.60
<b>Grand Total Spent</b>							\$395,014.60
<b>+/- Difference</b>							\$3,000.00



# 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