

**Fort Worth Independent School District**  
**009 Polytechnic High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

**Inspire in every student and staff member the passion to learn through  
Poly P.R.I.D.E.**

## Vision

**Igniting in every student and staff member a mindset for  
continuous growth, self-improvement, and lifelong learning.**

## Value Statement

PRIDE

P-Perseverance

R-Respect

I-Integrity

D-Dependability

E-Excellence

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# Comprehensive Needs Assessment

Revised/Approved: June 6, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

- While the campus has a vision, mission, values, and motto, it is not clearly communicated with all stakeholders.
- Consistent engagement of students with high-quality instructional materials aligned to the rigor of the TEKS designed to meet the needs of students with disabilities and language acquisition needs is not evident in the majority of classrooms.
- Majority of our students feel disconnected or do not have a sense of belonging, therefore, our attendance truancy is high at 40%
- Based on MTSS data and the large population of transient students, it is evident that we have a high need for students' social and emotional well-being.
- When executing a lesson, it is not evident that teachers regularly engage students in various content rich, complex, and meaningful texts
- Consistent engagement of students with high-quality instructional materials, including resources intentionally designed to meet the needs of students with disabilities, is not evident
- While leadership uses PLCs and walkthroughs with teachers to help them internalize lesson alignment to all the TEKS, all lesson activities are not aligned to the rigor of the TEKS, where all students are engaged in a variety of content-rich, complex, and meaningful

# Demographics

## Demographics Summary

Of the 1,394 Polytechnic HS students, the ethnic background is as followed:

Asian - 1%

Black or African American- 18%

Hispanic/Latino- 81%

Native Hawaiian or Other Pacific Islander - .02%

White 2%

Emergent Bilingual/EL - 62%

Special Education - 10%

Economically Disadvantaged - 88%

Mobility Rate - 28.6%

Polytechnic Partnerships include:

Alumni Association

Teen Life

South Side Bank

Girls Inc.

New Mount Carmel Baptist Church

My Sister's Keeper (MSK)

Texas Wesleyan University

My Brother's Keeper (MBK)

State Representative Ramon Romero

## Demographics Strengths

-We have an established system for attendance recovery

-We serve a diverse population of students

- We have a diverse staff that serves our students
- We have increased the amount of students enrolled in On Ramps, Dual Credit, and Advanced Placement courses
- Our Go Center works diligently with all grade levels to support students in their pursuit of post-secondary education and career opportunities.
- We held many celebrations to highlight student achievements and community building for our freshmen students.

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

**Problem Statement 1 (Prioritized):** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

**Problem Statement 2 (Prioritized):** Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. **Root Cause:** Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.

**Problem Statement 3 (Prioritized):** Family engagement continues to need to be increased. **Root Cause:** Lack of communication avenues that parents know how to use.

# Student Learning

## Student Learning Summary

-For the 2022-23 school year, the overall student achievement was 52% (all grades, all subjects at Approaches Grade Level or higher - from the TAPR report).

-Academic Growth score for all grades in both reading and math is 44% (from TAPR report).

-2021-2022, 4 year longitudinal drop out rate was 25.6% and graduation rate was 71%

-CCMR Annual Graduates for 2021-2022 was 86.5% with 90.5% of students receiving CCMR credit.

-2021-2022 Overall attendance rate was 83%.

(Data derived from 2023 Federal Report Card and from the 2022-2023 TAPR report)

## Student Learning Strengths

As a gauge for progress toward improving STAAR/EOC students performance, goals are set for interim, benchmark and MAP testing. All 12th grade students are enrolled in college-prep classes that give them the opportunity to be college-ready. 9th grade students are supported and monitored through the Freshmen Success program. Students are also afforded opportunities for tutoring and enrichment after school.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students. **Root Cause:** As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.

**Problem Statement 2 (Prioritized):** Due to our large population of emergent bilingual and newcomer program students and the lack of specialized training many teachers leave the profession or district. **Root Cause:** Teacher turnover rate and lack of highly qualified teacher candidates does not allow for consistent professional development to meet the needs of our large emergent bilingual and newcomer program students.

**Problem Statement 3 (Prioritized):** Class sizes are too large for our emergent bilingual newcomer program students. **Root Cause:** Due to insufficient staffing and influx of newly arrived immigrant and refugee students, campus lack capacity to schedule students into smaller class sections.

**Problem Statement 4 (Prioritized):** Recruiting staff has made implementation of systems challenging. **Root Cause:** Ensuring new teachers and existing teachers are connected and feel supported. Systems based around establishing committees have not been fully established. The New Teacher Orientation Program during the New Teacher Academy is limited to the first week of school only.

**Problem Statement 5 (Prioritized):** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root**

**Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

**Problem Statement 6 (Prioritized):** Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. **Root Cause:** Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.

**Problem Statement 7 (Prioritized):** There is a lack of preventative MTSS processes and programs being consistently implemented. **Root Cause:** Lack of clarity on staff responsibilities, training, communication, and awareness regarding MTSS processes.

**Problem Statement 8 (Prioritized):** Teachers lack strategies for special populations and classroom management outside of EOC/STAAR tested areas. **Root Cause:** Most emphasis is placed on EOC. Both instructional and student support.



# School Processes & Programs

## School Processes & Programs Summary

- Our campus has expectations to have 1:1 working technology for students
- 9th grade teams continually analyze 6 weeks data to improve instructional practices and formulate interventions
- Leadership on campus is diverse and collaborate
- Core content teachers engage in weekly data meetings to drive instruction
- CCMR goals are monitored monthly using the CCMR database to track all students
- Variety of after school activities derived from student interests area available to students

## School Processes & Programs Strengths

- Less interruption of the learning environment for students showing up to class on time through the implementation of a schoolwide tardy system.
- Instructional needs and professional development is derived from consistent campus data gathering walking by the leadership team to identify overall campus needs.
- PLCs are used effectively to support teachers via professional development, data analysis, and coaching.
- Freshmen behavior, attendance, and grade data is regularly analyzed and used in student conferences and teacher team meetings.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Recruiting staff has made implementation of systems challenging. **Root Cause:** Ensuring new teachers and existing teachers are connected and feel supported. Systems based around establishing committees have not been fully established. The New Teacher Orientation Program during the New Teacher Academy is limited to the first week of school only.

**Problem Statement 2 (Prioritized):** There is a lack of preventative MTSS processes and programs being consistently implemented. **Root Cause:** Lack of clarity on staff responsibilities, training, communication, and awareness regarding MTSS processes.

**Problem Statement 3 (Prioritized):** Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students. **Root Cause:** As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.

**Problem Statement 4 (Prioritized):** Class sizes are too large for our emergent bilingual newcomer program students. **Root Cause:** Due to insufficient staffing and influx of newly arrived immigrant and refugee students, campus lack capacity to schedule students into smaller class sections.

**Problem Statement 5 (Prioritized):** Due to our large population of emergent bilingual and newcomer program students and the lack of specialized training many teachers leave the

profession or district. **Root Cause:** Teacher turnover rate and lack of highly qualified teacher candidates does not allow for consistent professional development to meet the needs of our large emergent bilingual and newcomer program students.

**Problem Statement 6 (Prioritized):** Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. **Root Cause:** Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.

**Problem Statement 7 (Prioritized):** Family engagement continues to need to be increased. **Root Cause:** Lack of communication avenues that parents know how to use.

# Perceptions

## Perceptions Summary

From the respondents of the campus survey and leadership team, the summary of the perceptions are as follows: Communication and Response to altercations and emergencies has improved. Students are responding better to redirection. Family engagement has improved but still is an area in need of improvement.

## Perceptions Strengths

Most (more than half) feel there is a good culture and climate established at the school and most feel supported. The majority are in the middle of the rating scale and higher for feeling there is sufficient support in the classroom. The majority of the responding staff are in the middle of the ratings for how well staff connects with students. The majority of the responding staff also feel that discipline hinders the classroom most of the time. The majority report that students have responded very well to the tardy system put into place to assist with increasing instructional time and accountability for attendance.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Family engagement continues to need to be increased. **Root Cause:** Lack of communication avenues that parents know how to use.

**Problem Statement 2 (Prioritized):** Teachers lack strategies for special populations and classroom management outside of EOC/STAAR tested areas. **Root Cause:** Most emphasis is placed on EOC. Both instructional and student support.

**Problem Statement 3 (Prioritized):** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

**Problem Statement 4 (Prioritized):** Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. **Root Cause:** Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.

# Priority Problem Statements

**Problem Statement 1:** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost.

**Root Cause 1:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

**Problem Statement 1 Areas:** Demographics - Student Learning - Perceptions

**Problem Statement 2:** Due to our large population of emergent bilingual and newcomer program students and the lack of specialized training many teachers leave the profession or district.

**Root Cause 2:** Teacher turnover rate and lack of highly qualified teacher candidates does not allow for consistent professional development to meet the needs of our large emergent bilingual and newcomer program students.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** Class sizes are too large for our emergent bilingual newcomer program students.

**Root Cause 3:** Due to insufficient staffing and influx of newly arrived immigrant and refugee students, campus lack capacity to schedule students into smaller class sections.

**Problem Statement 3 Areas:** Student Learning - School Processes & Programs

**Problem Statement 4:** There is a lack of preventative MTSS processes and programs being consistently implemented.

**Root Cause 4:** Lack of clarity on staff responsibilities, training, communication, and awareness regarding MTSS processes.

**Problem Statement 4 Areas:** Student Learning - School Processes & Programs

**Problem Statement 5:** Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students.

**Root Cause 5:** As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.

**Problem Statement 5 Areas:** Student Learning - School Processes & Programs

**Problem Statement 6:** Family engagement continues to need to be increased.

**Root Cause 6:** Lack of communication avenues that parents know how to use.

**Problem Statement 6 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem Statement 7:** Teachers lack strategies for special populations and classroom management outside of EOC/STAAR tested areas.

**Root Cause 7:** Most emphasis is placed on EOC. Both instructional and student support.

**Problem Statement 7 Areas:** Student Learning - Perceptions

**Problem Statement 8:** Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs.

**Root Cause 8:** Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.

**Problem Statement 8 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 9:** Recruiting staff has made implementation of systems challenging.

**Root Cause 9:** Ensuring new teachers and existing teachers are connected and feel supported. Systems based around establishing committees have not been fully established. The New Teacher Orientation Program during the New Teacher Academy is limited to the first week of school only.

**Problem Statement 9 Areas:** Student Learning - 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
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- 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
- Student failure and/or retention rates
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

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

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

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

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: June 6, 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 percent of 9th grade African American students who meet grade level benchmark in reading on the PSAT 8/9 exam from 3% to 8% by May 2025.

Increase percent of 10th grade African American students who meet grade level benchmark in reading on the PSAT 10 exam from 10% to 15% by May 2025.

Increase percent of 11th grade African American students who meet grade level benchmark in reading on the PSAT/NMSQT exam from 26% to 31% by May 2025  
Increase the average score of 9th and 10th students on PSAT Reading from 647 to 700 to by May 2025.

### High Priority

### HB3 Goal

**Evaluation Data Sources:** Growth progress will be monitored by DOLs, 6 weeks district assessments and semester finals.

**Strategy 1:** Our lessons and assessments will be aligned to the Standards and College board will be intertwine within the lessons/activities

**Strategy's Expected Result/Impact:** Student performance on assessments (common and state) will increase by 3%

**Staff Responsible for Monitoring:** Administration, ILT, Teachers

### Title I:

2.6

#### - TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

#### - ESF Levers:

Lever 5: Effective Instruction

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



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Extended learning opportunities for students</p> <p><b>Intended Audience:</b> students</p> <p><b>Provider / Presenter / Person Responsible:</b> teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-June 2025</p> <p><b>Collaborating Departments:</b> All Core Teachers</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Extra Duty Professionals to provide tutoring and planning - TITLE I (211) - 211-11-6116-04N-009-30-510-000000-25F10 - \$15,000, Substitutes - TITLE I (211) - 211-11-6112-0PD-009-30-510-000000-25F10 - \$15,000</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 2:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Student performance on assessment will increase by 3%

**Staff Responsible for Monitoring:** Administration, ILT, Teachers

**Title I:**

2.4





- **TEA Priorities:**

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

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2, 4 - School Processes & Programs 1, 3, 5

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> During PLCs, admin, teachers and ILT members will engage in the lesson planning protocol, Observation and feedback and Data Weekly meeting protocols.</p> <p><b>Intended Audience:</b> Teachers, support staff and administration</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, Instructional coaches, and Leadership team</p> <p><b>Date(s) / Timeframe:</b> August 2024-June 2025</p> <p><b>Collaborating Departments:</b> Admin, ILT, core teachers</p> <p><b>Delivery Method:</b> face-to-face</p> <p><b>Funding Sources:</b> Provide professional development on the protocols - TITLE I (211) - 211-13-6116-OPD-009-30-510-000000-25F10 - \$20,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Deliver QTEL Quality Teaching for English Learners and Emergent Bilinguals district initiatives- frameworks that will equip teachers with the best teaching practices to help students accelerate language development and academic literacy for all English Learners and all Emergent bilinguals.</p> <p><b>Intended Audience:</b> Teachers , support staff and Administrators</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coaches and Dean of Instruction</p> <p><b>Date(s) / Timeframe:</b> Throughout the school year</p> <p><b>Collaborating Departments:</b> District Coordinators</p> <p><b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> General Supplies - TITLE I (211) - 211-13-6399-04N-009-30-510-000000-25F10 - \$10,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students. <b>Root Cause:</b> As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.</p> <p><b>Problem Statement 2:</b> Due to our large population of emergent bilingual and newcomer program students and the lack of specialized training many teachers leave the profession or district. <b>Root Cause:</b> Teacher turnover rate and lack of highly qualified teacher candidates does not allow for consistent professional development to meet the needs of our large emergent bilingual and newcomer program students.</p> <p><b>Problem Statement 4:</b> Recruiting staff has made implementation of systems challenging. <b>Root Cause:</b> Ensuring new teachers and existing teachers are connected and feel supported. Systems based around establishing committees have not been fully established. The New Teacher Orientation Program during the New Teacher Academy is limited to the first week of school only.</p>

## School Processes & Programs

**Problem Statement 1:** Recruiting staff has made implementation of systems challenging. **Root Cause:** Ensuring new teachers and existing teachers are connected and feel supported. Systems based around establishing committees have not been fully established. The New Teacher Orientation Program during the New Teacher Academy is limited to the first week of school only.

**Problem Statement 3:** Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students.

**Root Cause:** As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.

**Problem Statement 5:** Due to our large population of emergent bilingual and newcomer program students and the lack of specialized training many teachers leave the profession or district. **Root Cause:** Teacher turnover rate and lack of highly qualified teacher candidates does not allow for consistent professional development to meet the needs of our large emergent bilingual and newcomer program students.

**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 by 5% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Growth progress will be monitored by DOLs, 6 weeks district Interim, Lexia, and Summit K-12 Assessments

**Strategy 1:** Instructional Leadership Members will facilitate Weekly Data Meetings

**Strategy's Expected Result/Impact:** As a result of this strategy, by June 2025, student achievement results on local, district, state and national assessment will improve by a 5% points.

**Staff Responsible for Monitoring:** Administrators

**Title I:**

2.4, 2.6, 4.1

**- TEA Priorities:**

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





**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

**Problem Statements:** Student Learning 2, 3 - School Processes & Programs 4, 5

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Protocols and Structures for PLC's adjusted as needed within each content to ensure PD and lesson planning are aligned.</p> <p><b>Intended Audience:</b> Support staff and Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration</p> <p><b>Date(s) / Timeframe:</b> August 2024 - August 2025</p> <p><b>Collaborating Departments:</b> All core, electives, and ILT</p> <p><b>Delivery Method:</b> Face to face</p> <p><b>Funding Sources:</b> PLC general supplies, toner and resources - TITLE I (211) - 211-11-6399-04N-009-30-510-000000-25F10 - \$10,000, PLC Reading sources or software - TITLE I (211) - 211-13-6329-04N-009-30-510-000000-25F10 - \$10,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure that we are using Cross-curricular literacies strategies across all grade-level</p> <p><b>Intended Audience:</b> Teachers and students</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Coach, Administration and Dean of instruction</p> <p><b>Date(s) / Timeframe:</b> August 2024-June 2025</p> <p><b>Collaborating Departments:</b> All department</p> <p><b>Delivery Method:</b> Face to face Technology Software</p> <p><b>Funding Sources:</b> Bilingual dictionary, emergent bilingual supplemental resources, technology - BEA (199 PIC 25) - 199-11-6399-001-009-25-243-000000 - \$8,234</p>	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 class sizes for SPED and ELL students to increase percentage of students at the Meets level by hiring two Title 1 teachers.

**Strategy's Expected Result/Impact:** As a result of this strategy, by June 2025, student achievement results on local, district, and state assessments will improve by a combined 5%

**Staff Responsible for Monitoring:** Executive Director, Administrators and ILT

**Title I:**

2.6





**- TEA Priorities:**

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

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 8 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Maintain/hire two teachers through Title 1 funds <b>Intended Audience:</b> Teachers and students <b>Provider / Presenter / Person Responsible:</b> Administrations and ILT <b>Date(s) / Timeframe:</b> August 2024-June 2025 <b>Collaborating Departments:</b> core content <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Salaries - TITLE I (211) - 211-11-6119-04N-009-30-510-000000-25F10 - \$140,000	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide assistance for SPED students who need the extra support to be academically successful <b>Intended Audience:</b> students <b>Provider / Presenter / Person Responsible:</b> teachers <b>Date(s) / Timeframe:</b> August 2024-June 2025 <b>Collaborating Departments:</b> Special Education <b>Delivery Method:</b> face-to-face  <b>Funding Sources:</b> Teachers to provide assistance - SPED (199 PIC 23) - \$3,500	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide tutoring to SPED students who need the extra support to be academically successful <b>Intended Audience:</b> students <b>Provider / Presenter / Person Responsible:</b> Teacher Inclusion, teachers <b>Date(s) / Timeframe:</b> Aug 2024-May2025 <b>Collaborating Departments:</b> SPED <b>Delivery Method:</b> Face-Face  <b>Funding Sources:</b> Instructional Supplies - SPED (199 PIC 23) - \$3,500, Special Education furniture - SPED (199 PIC 23) - \$3,830	<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>				

**Strategy 3:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**Strategy's Expected Result/Impact:** Increase in student assessment performance by 3%

**Staff Responsible for Monitoring:** Administration, ILT, Teachers

**Title I:**

2.5





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PD during PLCs <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> Admin, ILT, Teachers <b>Date(s) / Timeframe:</b> August 2024-June 2025 <b>Collaborating Departments:</b> internal school community <b>Delivery Method:</b> face-to-face	<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 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students. <b>Root Cause:</b> As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.</p> <p><b>Problem Statement 2:</b> Due to our large population of emergent bilingual and newcomer program students and the lack of specialized training many teachers leave the profession or district. <b>Root Cause:</b> Teacher turnover rate and lack of highly qualified teacher candidates does not allow for consistent professional development to meet the needs of our large emergent bilingual and newcomer program students.</p> <p><b>Problem Statement 3:</b> Class sizes are too large for our emergent bilingual newcomer program students. <b>Root Cause:</b> Due to insufficient staffing and influx of newly arrived immigrant and refugee students, campus lack capacity to schedule students into smaller class sections.</p> <p><b>Problem Statement 8:</b> Teachers lack strategies for special populations and classroom management outside of EOC/STAAR tested areas. <b>Root Cause:</b> Most emphasis is placed on EOC. Both instructional and student support.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students. <b>Root Cause:</b> As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.</p>

### School Processes & Programs

**Problem Statement 4:** Class sizes are too large for our emergent bilingual newcomer program students. **Root Cause:** Due to insufficient staffing and influx of newly arrived immigrant and refugee students, campus lack capacity to schedule students into smaller class sections.

**Problem Statement 5:** Due to our large population of emergent bilingual and newcomer program students and the lack of specialized training many teachers leave the profession or district. **Root Cause:** Teacher turnover rate and lack of highly qualified teacher candidates does not allow for consistent professional development to meet the needs of our large emergent bilingual and newcomer program students.

### Perceptions

**Problem Statement 2:** Teachers lack strategies for special populations and classroom management outside of EOC/STAAR tested areas. **Root Cause:** Most emphasis is placed on EOC. Both instructional and student support.



**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 24% to 29% 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 18% to 23% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Growth progress will be monitored by DOLs, District assessments, and semester finals.

**Strategy 1:** Instructional Leadership Members will model and present DDI strategies.

**Strategy's Expected Result/Impact:** As a result of this strategy, by June 2025, student achievement results on local, district, state and national assessment will improve by a 5% points.

**Staff Responsible for Monitoring:** Administrators, ILT

**Title I:**

2.6

**- TEA Priorities:**

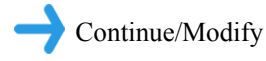
Improve low-performing schools

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PD during PLC or after school and to provide tutoring <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> Admin, ILT, teachers <b>Date(s) / Timeframe:</b> August 2024-June 2025 <b>Collaborating Departments:</b> core contents <b>Delivery Method:</b> face-to-face  <b>Funding Sources:</b> Subs Professional - BASIC (199 PIC 11) - 199-11-6112-XXX-009-11-243-000000- - \$15,000	Formative		Summative	
	Nov	Jan	Mar	June



**Strategy 2:** Teachers provide EOC tutoring/boot camps during the school day to all identified low-performing students that require extra support to increase their chances of passing tests successfully.

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

**Staff Responsible for Monitoring:** Admin, ILT

**Title I:**

4.1

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

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

**Problem Statements:** Student Learning 8 - Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will identify EOC low-performing students and provide extra support to help them pass the STAAR tests successfully.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> April 2025</p> <p><b>Collaborating Departments:</b> All Core Content Teachers</p> <p><b>Delivery Method:</b> face-to-face</p> <p><b>Funding Sources:</b> Instructional materials - BASIC (199 PIC 11) - 199-11-6399-XXX-009-11-243-000000- - \$30,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will be traveling for professional development and will need coverage for their classrooms.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration</p> <p><b>Date(s) / Timeframe:</b> August 2023-June 2024</p> <p><b>Collaborating Departments:</b> All departments (Science, CTE, Math, Athletics, Social Studies, and ELAR)</p> <p><b>Delivery Method:</b> Face-to-face</p> <p><b>Funding Sources:</b> Teacher travel to PD - BASIC (199 PIC 11) - 199-11-6411-XXX-009-11-243-000000- - \$700</p>	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 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students.  <b>Root Cause:</b> As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.</p> <p><b>Problem Statement 8:</b> Teachers lack strategies for special populations and classroom management outside of EOC/STAAR tested areas. <b>Root Cause:</b> Most emphasis is placed on EOC. Both instructional and student support.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students.  <b>Root Cause:</b> As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Teachers lack strategies for special populations and classroom management outside of EOC/STAAR tested areas. <b>Root Cause:</b> Most emphasis is placed on EOC. Both instructional and student support.</p>

## **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 students who meet the grade level benchmark in mathematics on PSAT from 5% to 15% by May 2025. Increase the percentage of 10th grade students who meet the grade level agenda in mathematics on PSAT 10 from 6%-16% by May 2025.

### **High Priority**

#### **HB3 Goal**

**Evaluation Data Sources:** Growth progress will be monitored by DOLs, District assessments, and semester finals

**Strategy 1:** Improve Tier 1 Math instruction to focus on increasing daily rigor of instruction to align to the performance tasks with an emphasis on Algebra 1 and Geometry by utilizing FWISD PLC, Instructional, Math, and Disciplinary Literacy Frameworks and district approved resources to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Will help students gain a better understanding of the TEKS and fill in specific learning gaps to increase student assessment performance by 5%.

**Staff Responsible for Monitoring:** Administration, PSS, Instructional coaches, and Dean of Instruction

#### **Title I:**

2.4, 2.6

#### **- TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

#### **- ESF Levers:**

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### **- Targeted Support Strategy - Additional Targeted Support Strategy**

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Conduct weekly lesson planning to create rigorous and engaging activities during PLCs to address learning gaps and achievement for understanding TEKS.</p> <p><b>Intended Audience:</b> Teachers and students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, Instructional coaches, Dean of Instruction and teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-June 2025</p> <p><b>Collaborating Departments:</b> Math and other core content</p> <p><b>Delivery Method:</b> face-to-face</p> <p><b>Funding Sources:</b> Instructional supplies - BASIC (199 PIC 11) - 199-11-6299-XXX-009-11-243-000000- - \$4,000, Instructional supplies - TITLE I (211) - 211-11-6399-04N-009-30-510-000000-25F10 - \$3,000</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 2:** Provide additional math interventions for all students

**Strategy's Expected Result/Impact:** Increase student assessments performance by 5%

**Staff Responsible for Monitoring:** Administration, Instructional coaches, and Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

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

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

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hire/ pay tutors to provide tutoring for students afterschool in the areas of Algebra I, Geometry, and PSAT <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers, Administration <b>Date(s) / Timeframe:</b> August 2024-June 2025 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face to face and technology usage  <b>Funding Sources:</b> Teacher salaries after school - TITLE I (211) - 211-11-6116-04N-009-30-510-000000-25F10 - \$15,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Purchase research-based software that can provide high-quality instructional material that is aligned to the TEKS. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teachers, Administration, Instructional coaches, and Dean of Instruction <b>Date(s) / Timeframe:</b> August 2024- June 2025 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> face to face, and technology usage  <b>Funding Sources:</b> Technology software - CTE (199 PIC 22) - \$7,000	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:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students. <b>Root Cause:</b> As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students. <b>Root Cause:</b> As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.

**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 3% to 8% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Using MAP and Interim Assessment to monitor growth progression

**Strategy 1:** Develop the capacity of 9-12 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

**Strategy's Expected Result/Impact:** Improved alignment of instructional materials during Weekly Lesson Planning

**Staff Responsible for Monitoring:** Teachers, Administration, Instructional coaches, and Dean of Instruction

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools


- **ESF Levers:**


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


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

**Problem Statements:** Student Learning 1, 7 - School Processes & Programs 2, 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Targeted professional development and consistent weekly meetings (Data, and Planning) during PLCs to improve academic achievement <b>Intended Audience:</b> teachers <b>Provider / Presenter / Person Responsible:</b> Administration, Instructional coaches, and Dean of Instruction <b>Date(s) / Timeframe:</b> August 2024-June 2025 <b>Collaborating Departments:</b> Math department <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Toner, Ink, instructional and general supplies - SCE (199 PIC 24) - 199-11-6399-001-009-24-243-000000- - \$7,893	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students.

**Root Cause:** As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.

**Problem Statement 7:** There is a lack of preventative MTSS processes and programs being consistently implemented. **Root Cause:** Lack of clarity on staff responsibilities, training, communication, and awareness regarding MTSS processes.

**School Processes & Programs**

**Problem Statement 2:** There is a lack of preventative MTSS processes and programs being consistently implemented. **Root Cause:** Lack of clarity on staff responsibilities, training, communication, and awareness regarding MTSS processes.

**Problem Statement 3:** Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students.

**Root Cause:** As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.



### **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 93% to 97% by May 2025.

#### **High Priority**

#### **HB3 Goal**

**Evaluation Data Sources:** Monitor industry based certification exams, establish testing cycles for industry based certification exam, track each student on track earn industry based certification.

Seniors who have not received CCMR credit will be enrolled in College Bridge English and College Bridge for Math.

**Strategy 1:** Aggressive recruitment (including at feeder middle schools) through face to face visits, social and print media; exposing students to real world and hands on experiences; associated travel, resources, materials and supplies, etc.

**Strategy's Expected Result/Impact:** By June 2024, increase the Military Readiness portion of CCMR rating by 1% as evident by the number of students interested in joining the military through participating in the ASVAB exam or by joining the military after graduation.

**Staff Responsible for Monitoring:** Administration, ILT, Teachers JROTC instructors

#### **Title I:**

2.5, 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 3: Positive School Culture, Lever 5: Effective Instruction

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

**Problem Statements:** Demographics 1 - Student Learning 5 - Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Regular recruitment visits to feeder schools <b>Intended Audience:</b> students <b>Provider / Presenter / Person Responsible:</b> various school groups <b>Date(s) / Timeframe:</b> By June 2025 <b>Collaborating Departments:</b> Internal school community <b>Delivery Method:</b> Face to Face  <b>Funding Sources:</b> Snacks for students for recruitment - TITLE I (211) - 211-11-6499-04N-009-30-510-000000-25F10 - \$6,000	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide more opportunities for students to take industry based certification exams, and monitor students progress to earning an industry based certification <b>Intended Audience:</b> Students enrolled in a CTE course <b>Provider / Presenter / Person Responsible:</b> CTE Teachers, Administration, Instructional Coaches, Dean of Instructions <b>Date(s) / Timeframe:</b> August 2024 - June 2025 <b>Collaborating Departments:</b> All content areas <b>Delivery Method:</b> Face to face, and computer based instruction  <b>Funding Sources:</b> Computers, Mac Apple chargers, and other technology software - CTE (199 PIC 22) - \$16,042	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Create opportunities for students to attend CTE competitions <b>Intended Audience:</b> CTE students <b>Provider / Presenter / Person Responsible:</b> CTE teachers, Administration, Instructional Coaches, Dean of Instruction, <b>Date(s) / Timeframe:</b> August 2024 - June 2025 <b>Collaborating Departments:</b> All content areas <b>Delivery Method:</b> Face to face  <b>Funding Sources:</b> Memberships Fees, Dues - CTE (199 PIC 22) - \$5,000, Teacher Support - CTE (199 PIC 22) - \$3,000	<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> School Counselors will ensure that students are correctly placed in their career path and their program of choice</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Administration and School Counselors  <b>Date(s) / Timeframe:</b> August 2024 - June 2025  <b>Collaborating Departments:</b> School Counselors  <b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> General Supplies - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-009-99-243-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Provide several opportunities for students to register for their classes during the weekends to ensure that they are appropriately placed.</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> School Counselors  <b>Date(s) / Timeframe:</b> August 2024 - June 2025  <b>Collaborating Departments:</b> Counselors, Custodial support  <b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Support - UNDISTRIBUTED (199 PIC 99) - 199-52-6127-XXX-009-99-243-000000- - \$4,000</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 2:** Identify and recruit students for advance academic courses to include AP, Honors, On Ramps, and Dual-Credit exams through progress checks, increase data collection and analysis of student progress to impact AP teacher planning and instruction

**Strategy's Expected Result/Impact:** By June 2025 improve the college readiness portion of the CCMR rating by increasing the total percent of AP students earning a 3 or higher on an AP exams from 10% to 15%.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Dean of Instruction, and Advanced Academics Coordinator

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

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

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Post Secondary Specialist will work with teachers to identify potential advance academic students and work with counselors to schedule them for more advance academic classes.</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Post Secondary Specialist  <b>Date(s) / Timeframe:</b> August 2024 - June 2025  <b>Collaborating Departments:</b> Counselors, Teachers  <b>Delivery Method:</b> face-to-face</p> <p><b>Funding Sources:</b> Computers, batteries, other supplies - TITLE I (211) - 211-11-6396-04N-009-30-510-000000-25F10 - \$15,000</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> All AP teachers will give progress checks on AP classroom to all students at the end of each unit as a summative assessment. AP teachers will use AP progress check data in planning to impact instruction by editing lessons and reteaching low scoring standards.</p> <p><b>Intended Audience:</b> Students and Teachers  <b>Provider / Presenter / Person Responsible:</b> Postsecondary Success Specialist (Advanced Academics Coordinator)  <b>Date(s) / Timeframe:</b> By June 2025  <b>Collaborating Departments:</b> Advanced Academics Teachers  <b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> Subs for professional planning and Data Analysis - BASIC (199 PIC 11) - 199-11-6112-XXX-009-11-243-000000- - \$6,000</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> Monitor ON Ramps student progress on their Learning Management Systems (Canvas) and use that data to supplement and support On Ramps instruction/curriculum.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Postsecondary Success Specialist (Advanced Academics Coordinator)  <b>Date(s) / Timeframe:</b> By June 2025  <b>Collaborating Departments:</b> Advanced Academics Teachers; instructional coaches  <b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> Instructional support and supplies - GT (199 PIC 21) - \$3,027</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

**Student Learning**

**Problem Statement 1:** Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students. **Root Cause:** As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.

**Problem Statement 5:** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

**School Processes & Programs**

**Problem Statement 3:** Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students. **Root Cause:** As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.

**Perceptions**

**Problem Statement 3:** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

**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" by 8% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Grades, attendance, behavior and semester credits

**Strategy 1:** Counselors, Administration, and Instructional coaches will gather and analyze six-weeks data to refer low-performing/at risk students to our MTSS process.

**Strategy's Expected Result/Impact:** At risk students will receive appropriate interventions to help them get back on track and recover credit

**Staff Responsible for Monitoring:** Administration, Instructional coaches, Dean of Instruction and MTSS committee

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

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

- **ESF Levers:**





Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 7 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Students will be given more opportunities take ownership of their learning setting goals, tracking their assessment data, and planning adjustments as needed</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers and students</p> <p><b>Date(s) / Timeframe:</b> August 2024-June 2025</p> <p><b>Collaborating Departments:</b> All content areas</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Laptops - IPADS to ensure that we appropriately track students data - SCE (199 PIC 24) - 199-11-6396-001-009-24-243-000000- - \$7,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Hold various parent meetings to inform them on their students academic, attendance and behavior progress.</p> <p><b>Intended Audience:</b> Parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, School Interventionist, Attendance Control Specialist</p> <p><b>Date(s) / Timeframe:</b> August 2024- June 2025</p> <p><b>Collaborating Departments:</b> All contents</p> <p><b>Delivery Method:</b> Fact to Face</p> <p><b>Funding Sources:</b> Snacks for parents - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-009-30-510-000000-25F10 - \$4,332</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> Educate parents on how to use parent portal, what are graduation requirements, provide resources for enrichment, mental health, and any other community resources available to our parents.</p> <p><b>Intended Audience:</b> Parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, School Interventionist, Attendance Control Specialist</p> <p><b>Date(s) / Timeframe:</b> August 2024- June 2025</p> <p><b>Collaborating Departments:</b> All contents</p> <p><b>Delivery Method:</b> Fact to Face</p> <p><b>Funding Sources:</b> Technology-laptops, ipads, desktops - FAMILY ENGAGEMENT (211) - 211-61-6396-04L-009-30-510-000000-25F10 - \$4,332</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> Provide Safety, Security and Maintenance to safely conduct parent meetings and provide a conducive learning environment</p> <p><b>Intended Audience:</b> Parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Custodial, Maintenance and Security</p> <p><b>Date(s) / Timeframe:</b> August 2024 - June 2025</p> <p><b>Collaborating Departments:</b> All administration, teachers, community</p> <p><b>Delivery Method:</b> Face to face</p> <p><b>Funding Sources:</b> Security and Maintenance - UNDISTRIBUTED (199 PIC 99) - 199-51-6121-XXX-009-99-243-000000- - \$10,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Provide leadership conferences for students to help them gain field-experiences to become community leaders</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership conferences</p> <p><b>Date(s) / Timeframe:</b> August 2024-June 2025</p> <p><b>Collaborating Departments:</b> Parents, Community and Administration</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> College Visits, Field Trips, Leadership Conference meetings - BASIC (199 PIC 11) - 199-11-6412-XXX-009-11-243-000000- - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 7:</b> There is a lack of preventative MTSS processes and programs being consistently implemented. <b>Root Cause:</b> Lack of clarity on staff responsibilities, training, communication, and awareness regarding MTSS processes.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> There is a lack of preventative MTSS processes and programs being consistently implemented. <b>Root Cause:</b> Lack of clarity on staff responsibilities, training, communication, and awareness regarding MTSS processes.</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 by 7% points by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Growth Progress, District Assessments and Semester Finals

**Strategy 1:** Monitor formal and informal assessments, increase opportunities for student discourse to improve student success leading to an increase in graduation rates especially among Emergent Bilinguals, and SPED subpopulations.

**Strategy's Expected Result/Impact:** As a result of this strategy, by June 2025, student achievement results on local, district, and state assessments will improve by a combined 5% and improved graduation rate by 1% for Emergent Bilinguals and SPED students.

**Staff Responsible for Monitoring:** Administration, Teachers, Instructional coaches, Dean of Instruction and 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

**Problem Statements:** Student Learning 1, 8 - School Processes & Programs 3 - Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide targeted professional development on engaging instructional strategies for Emergent Bilinguals through the use of QTEL and Special Education</p> <p><b>Intended Audience:</b> Teachers, and students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, Teachers, Instructional coaches, Dean of Instruction and Leadership team.</p> <p><b>Date(s) / Timeframe:</b> August 2024 - June 2025</p> <p><b>Collaborating Departments:</b> All contents</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Planning during off contract days - TITLE I (211) - 211-13-6116-04N-009-30-510-000000-25F10 - \$9,835.20</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students.  <b>Root Cause:</b> As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.</p> <p><b>Problem Statement 8:</b> Teachers lack strategies for special populations and classroom management outside of EOC/STAAR tested areas. <b>Root Cause:</b> Most emphasis is placed on EOC. Both instructional and student support.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students.  <b>Root Cause:</b> As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Teachers lack strategies for special populations and classroom management outside of EOC/STAAR tested areas. <b>Root Cause:</b> Most emphasis is placed on EOC. Both instructional and student support.</p>

**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 students who meet SAT criteria for CCMR from 18% to 23% by May 2025.

Increase the percentage of African American students 10% to 15% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Growth progress will be monitored by DOLs, district assessments and semester finals.

**Strategy 1:** Identify students through various assessment data points; increase performance on TSI through various enrichment activities.

**Strategy's Expected Result/Impact:** Improve the readiness portion of CCMR rating due to an increase in the number of qualifying TSI scores by 5%.

**Staff Responsible for Monitoring:** Post-Secondary Specialist, Administration, Instructional coaches and Dean of Instruction

**Title I:**

2.4, 2.6

- **TEA Priorities:**





Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 2 - Student Learning 5, 6 - School Processes & Programs 6 - Perceptions 3, 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Establish and maintain a database for all students participating in TSI after establishing a marketing plan to motivate students to participate <b>Intended Audience:</b> students <b>Provider / Presenter / Person Responsible:</b> Postsecondary Success Specialist, Administration <b>Date(s) / Timeframe:</b> August 2024 - June 2025 <b>Collaborating Departments:</b> PSS and Counselors <b>Delivery Method:</b> face to face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure that 100% of graduating seniors complete Texas College Bridge through Math and English classes.</p> <p><b>Intended Audience:</b> students</p> <p><b>Provider / Presenter / Person Responsible:</b> Postsecondary Specialist, teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024 - June 2025</p> <p><b>Collaborating Departments:</b> Math, Reading, Counselors</p> <p><b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> College visits to increase student interest and explore possibilities - TITLE I (211) - 211-11-6412-04N-009-30-510-000000-25F10 - \$14,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Strategy 2:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in advanced courses for all students.

**Strategy's Expected Result/Impact:** Increase on student performance by 3%

**Staff Responsible for Monitoring:** Administration, ILT, Teachers

**Title I:**

2.4, 2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensuring that teachers and students have the necessary supplies and tools for effective instruction <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Admin Team, ALT, Teachers <b>Date(s) / Timeframe:</b> August 2024 - June 2025 <b>Collaborating Departments:</b> AP courses, teachers, Administration, Leadership team <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> General supplies - TITLE I (211) - 211-11-6399-04N-009-30-510-000000-25F10 - \$16,000	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensuring that teachers have access to copiers, printers, ink and all other equipment needed to provide effective instruction <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Teacher, Administration <b>Date(s) / Timeframe:</b> August 2024- June 2025 <b>Collaborating Departments:</b> All content areas <b>Delivery Method:</b> Face to Face  <b>Funding Sources:</b> Recycle Bins, Copies, toner, - TITLE I (211) - 211-11-6299-04N-009-30-510-000000-25F10 - \$10,000	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 4 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. <b>Root Cause:</b> Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.</p> <p><b>Problem Statement 2:</b> Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. <b>Root Cause:</b> Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.</p>
Student Learning
<p><b>Problem Statement 1:</b> Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students.  <b>Root Cause:</b> As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.</p>

### Student Learning

**Problem Statement 5:** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

**Problem Statement 6:** Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. **Root Cause:** Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.

### School Processes & Programs

**Problem Statement 3:** Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students. **Root Cause:** As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.

**Problem Statement 6:** Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. **Root Cause:** Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.

### Perceptions

**Problem Statement 3:** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

**Problem Statement 4:** Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. **Root Cause:** Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.

**Goal 4: Learning Environment**

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) by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Attendance will be monitored through Focus by ADA, cumulative attendance over semester and reporting and tracking for individual students

**Strategy 1:** Provide extended learning opportunities where priority given to homeless students in danger of dropping out, SPED, ELL, then great school students to make up attendance hours and improve their academic performance

**Strategy's Expected Result/Impact:** By the end of each semester, students will have their attendance hours required and grades to receive credit for their classes.

**Staff Responsible for Monitoring:** Attendance Control Specialist, Administration, Interventionist, Instructional Coaches, MTSS committee.

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

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, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1 - Student Learning 1, 5 - School Processes & Programs 3 - Perceptions 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Increase access to students by assisting with transportation and providing extra duty pay for teacher to assist with attendance recovery, Edgenuity, and Tutoring.</p> <p><b>Intended Audience:</b> All Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, Students</p> <p><b>Date(s) / Timeframe:</b> August 2024 - June 2025</p> <p><b>Collaborating Departments:</b> Internal School Community and MTSS committee</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Attendance Restoration, Tutoring, Edgenuity - TITLE I (211) - 211-11-6116-04N-009-30-510-000000-25F10 - \$10,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

#### Student Learning

**Problem Statement 1:** Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students. **Root Cause:** As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.

**Problem Statement 5:** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

#### School Processes & Programs

**Problem Statement 3:** Students are not consistently engaged in authentic and TEKS aligned learning experiences that consistently assist with increasing levels for all students. **Root Cause:** As a campus, we need to contribute building teacher capacity in the areas of data driven instruction, effective instructional strategies, and co-teaching models.

#### Perceptions

**Problem Statement 3:** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.



**Goal 4: Learning Environment**

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) by 10 % by May 2025.

**High Priority**

**Evaluation Data Sources:** Discipline reports through Focus SMS

**Strategy 1:** Implementation of MTSS committee and referral process to improve daily attendance rates, decrease the number of referrals, and improve school climate and culture

**Strategy's Expected Result/Impact:** Decrease the overall number of School Suspension by 3%

**Staff Responsible for Monitoring:** MTSS committee and Administration

**Title I:**

2.4, 2.6, 4.1

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools





**- ESF Levers:**

Lever 3: Positive School Culture

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1, 2 - Student Learning 5, 6 - School Processes & Programs 6 - Perceptions 3, 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Strategically create student support committee who will consistently implement processes and procedures <b>Intended Audience:</b> All students and teachers, <b>Provider / Presenter / Person Responsible:</b> Administration, Leadership team <b>Date(s) / Timeframe:</b> August 2024 - June 2025 <b>Collaborating Departments:</b> School community <b>Delivery Method:</b> Face to face  <b>Funding Sources:</b> Teacher professional development - SCE (199 PIC 24) - 199-13-6411-001-009-24-243-000000- - \$6,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Parental communication, home-visits to truant students, and hold parental meetings</p> <p><b>Intended Audience:</b> Parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, Interventionist, and Attendance Control Specialist</p> <p><b>Date(s) / Timeframe:</b> August 2024 - June 2025</p> <p><b>Collaborating Departments:</b> Internal school community/ district departments</p> <p><b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> Support system - UNDISTRIBUTED (199 PIC 99) - 199-52-6121-XXX-009-99-243-000000- - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. <b>Root Cause:</b> Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.</p>
<p><b>Problem Statement 2:</b> Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. <b>Root Cause:</b> Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.</p>
<b>Student Learning</b>
<p><b>Problem Statement 5:</b> Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. <b>Root Cause:</b> Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.</p>
<p><b>Problem Statement 6:</b> Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. <b>Root Cause:</b> Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 6:</b> Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. <b>Root Cause:</b> Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.</p>

## Perceptions

**Problem Statement 3:** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

**Problem Statement 4:** Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. **Root Cause:** Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.

**Goal 4: Learning Environment**

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

**Performance Objective 3:** Increase the positive perception of parents on engagement on the district's Parent Survey

**High Priority**

**Evaluation Data Sources:** Increase parent/guardian outreaches by providing at least six opportunities for parents/guardians in school sponsored activities events.

**Strategy 1:** Plan for and hold family/community informational meetings to help improve partnerships and student achievement; parent/guardian open house twice a year (Spring an Fall); monthly/bi-monthly parent and community outreach meetings; provide light snacks for meetings; purchase supplies and materials; provide extra duty pay for teachers to facilitate parent workshops.

**Strategy's Expected Result/Impact:** Collaborate with partnerships, students will learn to self-regulate, and de-escalate situations which in turn decrease behavioral concerns.

**Staff Responsible for Monitoring:** Administration, Interventionist, Attendance control specialist, MBK, MSK, Girls Inc, and Helping Hands

**Title I:**

2.6, 4.2

**- TEA Priorities:**

Improve low-performing schools





**- ESF Levers:**

Lever 3: Positive School Culture

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1, 2, 3 - Student Learning 5, 6 - School Processes & Programs 6, 7 - Perceptions 1, 3, 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Continue collaborating with Partnerships, parents, and the community <b>Intended Audience:</b> Administration, partnerships, parents and community, students <b>Provider / Presenter / Person Responsible:</b> Administration, Interventionist <b>Date(s) / Timeframe:</b> August 2024 - June 2025 <b>Collaborating Departments:</b> All external partnership, and community <b>Delivery Method:</b> Face to Face  <b>Funding Sources:</b> Rentals, computer equipment - UNDISTRIBUTED (199 PIC 99) - 199-23-6264-XXX-009-99-243-000000- - \$13,492	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure that school leadership communicates with community partners to increase partnership and collectively work on community events</p> <p><b>Intended Audience:</b> Parents and students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration partnerships, parents and community leaders,</p> <p><b>Date(s) / Timeframe:</b> August 2024 - June 2025</p> <p><b>Collaborating Departments:</b> Administration, Leadership team, Partnerships</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Travel to meet with community members - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-009-99-243-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Establish a communication means to send information to families on a regular basis and to encourage parents to get on parent portal</p> <p><b>Intended Audience:</b> Parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, Leadership team, Interventionist and Attendance Control Specialist</p> <p><b>Date(s) / Timeframe:</b> August 2024 - June 2025</p> <p><b>Collaborating Departments:</b> Internal school community</p> <p><b>Delivery Method:</b> technology, mail, email, newsletter program</p> <p><b>Funding Sources:</b> Mailing stamps, and other printing supplies, welcoming food - UNDISTRIBUTED (199 PIC 99) - 199-23-6499-XXX-009-99-243-000000- - \$2,000</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 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. <b>Root Cause:</b> Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.</p>
<p><b>Problem Statement 2:</b> Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. <b>Root Cause:</b> Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.</p>
<p><b>Problem Statement 3:</b> Family engagement continues to need to be increased. <b>Root Cause:</b> Lack of communication avenues that parents know how to use.</p>

### Student Learning

**Problem Statement 5:** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

**Problem Statement 6:** Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. **Root Cause:** Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.

### School Processes & Programs

**Problem Statement 6:** Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. **Root Cause:** Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.

**Problem Statement 7:** Family engagement continues to need to be increased. **Root Cause:** Lack of communication avenues that parents know how to use.

### Perceptions

**Problem Statement 1:** Family engagement continues to need to be increased. **Root Cause:** Lack of communication avenues that parents know how to use.

**Problem Statement 3:** Although many students have participated in attendance recovery, they are unable to complete all their hours and regain credit(s) lost. **Root Cause:** Underclassmen are not accustomed to state attendance regulations and policies; some students are the primary income earners, primary caretakers of family members, and face barriers due to their transient situation. Lack of belonging and motivation contributes to chronic absenteeism.

**Problem Statement 4:** Students do not have sufficient support or resources at home and school staff lack knowledge and skills to support their social and emotional needs. **Root Cause:** Our campus serves one of the highest impoverished zip codes in Tarrant County that also has the lowest life-expectancy rate in the state. We also serve a large population (60%) of emergent bilingual and newcomer students.

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Vicky Robertson	Classroom Teacher
Classroom Teacher	Tom Cannariato	Classroom Teacher
Athletic Coordinator	Tamara Greyson	Athletic Coordinator
Non-classroom Professional	Miguel Benitez	School Interventionist
Community Representative 1	Judy Simpson	Alumni
Administrator	Jeremy Trettle	Assistant Principal
Professional District-Level Staff	Steven Furlough	District Level representative
Parent	Cesar Martinez	Parent
Business Representative	Angela Baker	Business Representative
Classroom Teacher 3	Kenneth Amos	Classroom Teacher
Instructional Coach	Rosa Garcia	Dean of Instruction
Classroom Teacher 2	Perry Pettigrew	Classroom Teacher
Administrator	Maria Perez	Assistant Principal
DERC Representative	Alanna James	Non-classroom Representative
Administrator	Summer Vasquez	Assistant Principal
Administrator	Nick Torrez	School Principal

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Substitutes	Subs for professional development	211-11-6112-0PD-009-30-510-000000-25F10	\$15,000.00
1	1	1	1	Extra Duty Professionals to provide tutoring and planning	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-009-30-510-000000-25F10	\$15,000.00
1	1	2	1	Provide professional development on the protocols	Extra duty pay for PD after hours	211-13-6116-0PD-009-30-510-000000-25F10	\$20,000.00
1	1	2	2	General Supplies	Supplies and materials for professional development	211-13-6399-04N-009-30-510-000000-25F10	\$10,000.00
1	2	1	1	PLC general supplies, toner and resources	Supplies and materials for instructional use	211-11-6399-04N-009-30-510-000000-25F10	\$10,000.00
1	2	1	1	PLC Reading sources or software	Reading materials for professional development	211-13-6329-04N-009-30-510-000000-25F10	\$10,000.00
1	2	2	1	Salaries	Title I Reading/ Mathematics Teacher	211-11-6119-04N-009-30-510-000000-25F10	\$140,000.00
2	1	1	1	Instructional supplies	Supplies and materials for instructional use	211-11-6399-04N-009-30-510-000000-25F10	\$3,000.00
2	1	2	1	Teacher salaries after school	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-009-30-510-000000-25F10	\$15,000.00
3	1	1	1	Snacks for students for recruitment	Snacks or incentives for students	211-11-6499-04N-009-30-510-000000-25F10	\$6,000.00
3	1	2	1	Computers, batteries, other supplies	Technology for instructional use	211-11-6396-04N-009-30-510-000000-25F10	\$15,000.00
3	3	1	1	Planning during off contract days	Extra duty for summer planning (off contract days)	211-13-6116-04N-009-30-510-000000-25F10	\$9,835.20
3	4	1	2	College visits to increase student interest and explore possibilities	Transportation costs for students	211-11-6412-04N-009-30-510-000000-25F10	\$14,000.00
3	4	2	1	General supplies	Supplies and materials for instructional use	211-11-6399-04N-009-30-510-000000-25F10	\$16,000.00
3	4	2	2	Recycle Bins, Copies, toner,	Contracted instructional services	211-11-6299-04N-009-30-510-000000-25F10	\$10,000.00



TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Attendance Restoration, Tutoring, Edgenuity	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-009-30-510-000000-25F10	\$10,000.00
<b>Sub-Total</b>							\$318,835.20
<b>Budgeted Fund Source Amount</b>							\$318,835.20
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	Snacks for parents	Snacks for parents to promote participation	211-61-6499-04L-009-30-510-000000-25F10	\$4,332.00
3	2	1	3	Technology-laptops, ipads, desktops	Technology for family engagement	211-61-6396-04L-009-30-510-000000-25F10	\$4,332.00
<b>Sub-Total</b>							\$8,664.00
<b>Budgeted Fund Source Amount</b>							\$8,664.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Subs Professional	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-009-11-243-000000-	\$15,000.00
1	3	2	1	Instructional materials	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-009-11-243-000000-	\$30,000.00
1	3	2	2	Teacher travel to PD	INSTRUCTION   TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-009-11-243-000000-	\$700.00
2	1	1	1	Instructional supplies	INSTRUCTION   MISC CONTRACTED SERVICES	199-11-6299-XXX-009-11-243-000000-	\$4,000.00
3	1	2	2	Subs for professional planning and Data Analysis	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-009-11-243-000000-	\$6,000.00
3	2	1	5	College Visits, Field Trips, Leadership Conference meetings	INSTRUCTION   TRAVEL - STUDENT	199-11-6412-XXX-009-11-243-000000-	\$4,000.00
<b>Sub-Total</b>							\$59,700.00
<b>Budgeted Fund Source Amount</b>							\$59,700.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	3	Instructional support and supplies	EXTRA DUTY - PROFESSIONAL		\$3,027.00
<b>Sub-Total</b>							\$3,027.00
<b>Budgeted Fund Source Amount</b>							\$3,027.00
<b>+/- Difference</b>							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	2	2	Technology software	TECHNOLOGY < \$5000		\$7,000.00
3	1	1	2	Computers, Mac Apple chargers, and other technology software	TECHNOLOGY < 5,000		\$16,042.00
3	1	1	3	Teacher Support	SUBS - PROFESSIONAL		\$3,000.00
3	1	1	3	Memberships Fees, Dues	DUES		\$5,000.00
<b>Sub-Total</b>							\$31,042.00
<b>Budgeted Fund Source Amount</b>							\$31,042.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	2	Teachers to provide assistance	EXTRA DUTY/OT - SUPPORT		\$3,500.00
1	2	2	3	Special Education furniture	FURN/EQUIP > \$5,000		\$3,830.00
1	2	2	3	Instructional Supplies	INSTRUCTIONAL MATERIALS		\$3,500.00
<b>Sub-Total</b>							\$10,830.00
<b>Budgeted Fund Source Amount</b>							\$10,830.00
<b>+/- Difference</b>							\$0.00

**SCE (199 PIC 24)**

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Toner, Ink, instructional and general supplies	Supplies and materials for instructional use	199-11-6399-001-009-24-243-000000-	\$7,893.00
3	2	1	1	Laptops - IPADS to ensure that we appropriately track students data	Technology for instructional use	199-11-6396-001-009-24-243-000000-	\$7,000.00
4	2	1	1	Teacher professional development	Professional Development (Employee Only)	199-13-6411-001-009-24-243-000000-	\$6,000.00
<b>Sub-Total</b>							\$20,893.00
<b>Budgeted Fund Source Amount</b>							\$20,893.00
<b>+/- Difference</b>							\$0.00

**BEA (199 PIC 25)**

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Bilingual dictionary, emergent bilingual supplemental resources, technology	Supplies and materials - instruction	199-11-6399-001-009-25-243-000000	\$8,234.00
<b>Sub-Total</b>							\$8,234.00
<b>Budgeted Fund Source Amount</b>							\$8,234.00
<b>+/- Difference</b>							\$0.00

**UNDISTRIBUTED (199 PIC 99)**

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	4	General Supplies	GUIDANCE & COUNSELING SVC   GENERAL SUPPLIES	199-31-6399-XXX-009-99-243-000000-	\$2,000.00
3	1	1	5	Support	SECURITY AND MONITORING   NON-CONTRACT - SUPPORT	199-52-6127-XXX-009-99-243-000000-	\$4,000.00
3	2	1	4	Security and Maintenance	PLANT MAINT & OPERATION   EXTRA DUTY/OT - SUPPORT	199-51-6121-XXX-009-99-243-000000-	\$10,000.00
4	2	1	2	Support system	SECURITY AND MONITORING   EXTRA DUTY/OT - SUPPORT	199-52-6121-XXX-009-99-243-000000-	\$4,000.00

**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	1	1	Rentals, computer equipment	SCHOOL LEADERSHIP   RENTALS-FURN/ COMPUT/EQUIP	199-23-6264-XXX-009-99-243-000000-	\$13,492.00
4	3	1	2	Travel to meet with community members	SCHOOL LEADERSHIP   TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-009-99-243-000000-	\$2,000.00
4	3	1	3	Mailing stamps, and other printing supplies, welcoming food	SCHOOL LEADERSHIP   MISC OPERATING COSTS	199-23-6499-XXX-009-99-243-000000-	\$2,000.00
<b>Sub-Total</b>							\$37,492.00
<b>Budgeted Fund Source Amount</b>							\$37,492.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$498,717.20
<b>Grand Total Spent</b>							\$498,717.20
<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