

**Fort Worth Independent School District  
086 TCC South Collegiate High School  
2024-2025 Campus Improvement Plan**



# Mission Statement

Our mission is to prepare students for the rigorous demands of college and work, and for a range of competitive careers in energy related fields. In collaboration with Tarrant County College and our industry partners, we seek to close achievement gaps, to improve access to in-demand career pathways and competitive postsecondary programs, and to build a strong pipeline of student talent for a thriving local workforce and economy. Ultimately, our students leave us as skilled candidates for jobs on a ladder of career growth in energy fields, or as competitive applicants for four-year colleges and postsecondary programs.

## Vision

TCC-South/FWISD Collegiate High School offers students a rigorous, relevant P-TECH curriculum that leads to a strong post-secondary education and/or equips students to be competitive applicants for postsecondary programs.

The Collegiate High School faculty, staff, and families share a vision for a school where:

- students pursue a college level curriculum and produce college quality work;
- cooperative and collaborative relationships exist among all stakeholders;
- students are self-motivated, independent learners who take personal responsibility for their education; and
- students are motivated to transfer to a baccalaureate program and pursue a post- graduate education or as competitive applicants for postsecondary programs.

## Value Statement

**TCC South/FWISD Collegiate High School offers all of you [students]:**

Rigorous and Relevant Curricula

Coursework focused on a Pathways in Technology Curriculum that leads to:

College and Career Readiness

Strong Post-Secondary Education

Competitive Applicants for Post-Secondary Programs

**TCC South/FWISD Collegiate High School is a community of intellectuals who hold to high standards and aspire to make the world a better place by:**

Striving for Academic Excellence

Engaging in our Community

## Exemplifying Responsibility and Integrity

Leading by Example

Leaving a Legacy to Follow

### **We will work to ensure...**

§every student receives high-quality instruction.

§each classroom has high-quality professors and staff.

§there is a consistent focus and personal responsibility for improving student outcomes.

§a shared vision and culture of high expectations for all staff and students is established and implemented.

§clear alignment of goals, targets, and strategies to TCC South Collegiate's vision that improve teacher effectiveness and student outcomes.

### **Core Values**

Integrity

Respect

Responsibility

Growth Mindset

Perseverance

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# Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

## Demographics

### Demographics Summary

TCC So/FWISD Collegiate High School (TCC South Collegiate) is located on Tarrant County College's South Campus in South Fort Worth, Texas. We opened our doors in August 2015 as an early college high school, one of the FWISD's Schools of Choice and its third stand-alone collegiate high school. Due to the FWISD's strategic marketing and recruitment efforts, a diverse student population of 93 students enrolled as the school's first 9th grade cohort, the Class of 2019. We are proud to share that 78% of the Class of 2019, 83% of the Class of 2020, 79% of the Class of 2021, 61% of the Class of 2022, and 60% of the Class of 2023 earned their associate degree and high school diploma in 4 years. To date, 276 students, including the 44 students in class of 2023, have earned their associate degree despite significant challenges and barriers to success due to the onset of the 2020 pandemic. In the past several years, these barriers have impacted our students' associate degree attainment. Through strategic planning and intervention support, 84% of the Class of 2024 (55 students) are expected to graduate with their associate degree from Tarrant County College by August 2024.

According to the Texas Education Agency School Report Card for the 2022- 2023 school year, The mobility rate was 15.8%, the graduation rate for class of 2022 was 96.3% with a dropout rate of 3.8%, and number of students per teacher is 19.5. Our current CCMR enrollment is: 98.5% for 12th grade, 95.7% for 11th grade, 46.2% for 10th grade, and 2.4% for 9th grade. In our rigorous and demanding collegiate high school environment and 100% enrollment into mostly advanced coursework, grade-to-grade retention is always an area of focus. Each school year, our student population has increased as grade levels were subsequently added with one exception: 2016/17 (196 students), (2017/18 (255 students), 2018/19 (337 students), 2019/20 (325 students), 2020/21 (353 students), 2021/22 (361 students), 2022/23 (353 students), and 2023/24 (333 students). The 2018-2019 school year was the first year to have student enrollment data for grades 9-12 (337 students). For the 2024-2025 school year, 368 students are projected to enroll in classes at TCC South Collegiate High School in the fall. Recruiting for the 2024-2025 school year will continue through Summer 2024 to increase enrollment between 375 and 400 students.

To expand college and career opportunities for all students and to build a strong workforce that supports the community, in the fall of 2019, TCC South/FWISD Collegiate High School opened as Fort Worth ISD's first Pathways in Technology Early College High School (P-TECH). The first P-TECH graduating class was the Class of 2023. Each year, students engage in two Associates of Applied Science degree pathways including electronics technology; and the electrical line technician program. Our third and fourth pathways include Associate of Arts degree pathways focused on energy, business-related coursework and water operator coursework. The water operator pathway began in the 2022-2023 school year. Through each associate degree pathway, students take classes that allow them the opportunity to earn 60+ hours toward associate degrees, as well as credentials and certificates in the respective fields. Any rising 9th or 10th grader is eligible to apply to TCC South/FWISD Collegiate High School. Each year through a lottery system, students from

within and outside of the FWISD attendance zone enroll after being assigned to our early college high school per the FWISD lottery process.

Our strong, collaborative team of stakeholders includes committed school-based personnel led by the principal and assistant principal. Counselors, post-secondary specialist, social worker/interventionist, Go Center coordinator, school nurse, secretary, data clerk, freshman success coach, and our family engagement specialist serve on the operations leadership team to engage and support students, families, and 18 teachers. Our IHE partner, Tarrant County College South Campus and industry partners, Oncor, City of Fort Worth Water Department, Stemuli, and Microsoft, serve as vital members of our team ensuring all students have access and support in their pursuit of associate degrees and certifications. Collectively, we engage as a supportive community of learners and experts to offer the most thorough and productive PTECH experience for our students grounded in wellness, rigorous academics, and work based learning experiences.

### **Demographics Strengths**

#### **Diverse Student Population**

A diverse body of students from within and outside of the FWISD enroll in our school annually. As a Pathways in Technology Early College High School or PTECH, TCC South Collegiate High School has several renewable energy-focused degree pathways students choose from which include: Electronics Technology, Electrical Line Technician Program, Water Operator, and Business. Students enroll in the principles of applied engineering (PAE) course during their first year as PTECH students. Based on work-based learning experiences, guest speakers' contributions and mentorship, and content learned in the environmental systems and the PAE high school courses, students choose their degree pathways for the next 2 to 3 years. The 2023-2024 school year populations included 49% At Risk, 58% Economically Disadvantaged, 21% African American, 71% Hispanic, 4% White, 3% Asian, and 31% Emergent Bilingual. The female to male ratio is 184:149. This year, 6 students enrolled at TCC South Collegiate receive special education services.

#### **Instructional Faculty Diversity**

We currently have **67.7%** of our faculty that have earned their master's degree, one teacher has her doctorate's degree, and our principal, as well, has earned her doctorate's degree. Five teachers (28%) are credentialed by our IHE partner, Tarrant County College-South Campus, to teach college level courses.

#### **Organizational and Leadership**

Teams TCC South Collegiate High School staff work collaboratively to operate in two school systems, K-12 and collegiate. TCC South has a Site Based Decision Making Team (SBDM) and four-sub leadership teams that include the Operational Leadership Team, Instructional Leadership Team/Department Chairs, the Post-Secondary Success (PSS)/College, Career, and Military Readiness (CCMR) Team, and the Freshman Success Team which oversee the operational, core-content instructional program, systems of support to keep students on track, and all other P-TECH program components of the school. The Operational Leadership Team includes the principal, assistant principal, post-secondary specialist, college and career readiness coach, two counselors, the administrative assistant, data clerk, school nurse, interventionist, freshman success coach, and our family-communication specialist. Each week, this team meets to problem solve, plan, and discuss agenda items, including, but not limited to master scheduling, technology access for students and staff, campus improvement plan and budget, graduation, mandatory testing, and all staff updates by role or department. For each meeting, minutes are recorded and emailed to the team and include discussion points, action items/next steps, and responsible personnel to complete tasks. The Instructional Leadership Team includes the ELAR, math, science, social studies, and elective department chairs along with administration. Department chairs meet each 6 weeks with our administrative team to discuss student assessment data and intervention plans, address challenges discussed in the grade-level team meetings and content area Professional Learning Communities (PLCs).

### **Administrator Background Experience**

Our administrative team includes both Spanish speaking principal with 8 years principal experience and assistant principal with 16 years of teaching and campus leadership experience who collaborate to ensure the school operates efficiently and safely. The roles and responsibilities include collaborating with TCC South Campus staff, industry partners, and Fort Worth Independent School District (FWISD) staff, supervising teachers and the instructional program, oversee scheduling students into the appropriate college and high school courses, implementing and monitoring safety and security measures, ensure supports for underperforming student groups are implemented, communicating with all stakeholders to engage students, parents, and staff in the instructional program and opportunities.

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

**Problem Statement 1 (Prioritized):** Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020), 94.9% (2020-2021), 93% (2021-2022) and 93% (2022- 2023). Currently, student average daily attendance for the 2023-2024 is 93.57%. **Root Cause:** Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place.

**Problem Statement 2 (Prioritized):** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications. **Root Cause:** Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

# Student Learning

## Student Learning Summary

Our TCC South/FWISD Collegiate High School mission is to build a community of intellectuals who hold to high standards and aspire to make the world a better place by striving for academic excellence; engaging in our community; exemplifying responsibility and integrity; and, leaving a legacy to follow. Our students are academically competitive and community service oriented. Graduation rates, TSI passing rates, CCMR rates, and STAAR/EOC performance over time have exceeded district and state levels. According to the TEA 2023 School Report Card, our campus STAAR performance rates surpassed State and District passed all subjects rates by 14% and 29%, respectively at the Approaches level. At the Meets level, our campus STAAR performance rates surpassed State and District passed all subjects rates by 12% and 30%, respectively. STAAR outcomes increased by 2% in all subjects - 88% in 2022 to 90% in 2023.

Over the past four years, enrolled seniors from 2019 through 2023 have earned high school diplomas (100%) and associate degrees (between 60% and 83%). Due to the pandemic, there was a significant decline in TSI passing rates across all grade levels due to our mostly virtual learning environment between March 2020 and June 2021. Pre-pandemic TSI met status was about 74% (math) and 63% (ELAR) by the beginning of students' 11th grade year. Students and staff continue to overcome barriers to success and re-engage at high levels to meet STAAR/EOC, TSI requirements, and CCMR rates in the 2023-2024 school year. Current TSI met status rates for each grade level are 9th (2%), 10th (14%), 11th (39%), and 12th (47%). Ninth and 10th graders are still completing required coursework for TSI success. Eleventh graders need to be TSI met before the beginning of the school year to be on track for the associate degree. Average SAT scores over the past several years at the 11th grade level were 1001 (2020), 1028 (2021), 958 (2022), and 945 (2023). Each year, average SAT scores exceeded State and District rates. AP exams scores have been mostly 2s. The focus for the 2024-2025 school year will be to prepare students for the TSIA 2.0, increase STAAR EOC performance at the meets level and above, increase PSAT and SAT scores, and increase AP scores to 3, 4, or 5.

Due to the concerted efforts of Freshman Success Team members, 92% of 2023-2024 freshmen are on track for graduation as measured by GPA, credits, and attendance.

Our TCC-South/FWISD Collegiate High School faculty, staff, and families share a vision for a school where students pursue a college level curriculum and produce college quality work. TCC South is a school where:

Cooperative and collaborative relationships exist among all stakeholders;

Self-motivated, independent learners take personal responsibility for their education; and

Motivated learners transfer to a baccalaureate program and/or pursue a postgraduate education or competitive careers.

## Student Learning Strengths



**Diverse student groups are represented at each grade level due to recruitment efforts and District weighted lottery system.**

Current demographics for the 2023-2024 school year includes diverse student groups and mirrors District percentages within designated ranges: Economically Disadvantaged (57.6%); At-Risk: (49.4%); Special Education Services (1.5%); Emergent Bilingual (31.6%); 504 Services (7%); African American (20.8%); Hispanic (71.1%); Other Groups (less than 1%); Male Students (44.7%); and, Female Students (55.3%).

## **Student Achievement**

78% of the Class of 2019, 83% of the Class of 2020, 79% of the Class of 2021, 61% of the Class of 2022, and 60% of the Class of 2023 earned their associate's degree and high school diploma in 4 years. Sixty-one percent of the Class of 2023 earned their associate degrees and 80% earned 30+ hours of college credit.

STAAR outcomes increased by 2% in all subjects - 88% in 2022 to 90% in 2023.

2023 STAAR EOC performance at the approaches level and above: Algebra I (98%); Biology (97%); English I (76%), English II (88%), and US History (99%).

Due to the concerted efforts of Freshman Success Team members, 92% of 2023-2024 freshmen are on track for graduation as measured by GPA (3.0 or better), credits (6 credits), and attendance (96% or better).

Average SAT scores over the past several years at the 11th grade level were 1001 (2020), 1028 (2021), 958 (2022), and 945 (2023). Each year, average SAT scores exceeded State and District rates.

## **Education Backgrounds of Faculty**

67% of faculty have a masters degree and 2 have doctorate degrees.

There are 5 out of 18 credentialed, embedded faculty who teach college classes for TCC South Collegiate students.

## **Degree Pathways and Credential Opportunities for College and Career Readiness**

### **Associate of Applied Sciences Degree Pathways**

Electronics Technology Advanced Energy Technician—AAS Electronics engineering specialization gives students a strong foundation in electronics, mathematics, science, computer skills, presentation skills, verbal communication skills, and team skills.

Associate of Applied Science in Electrical Lineman—AAS The Lineman Program discusses how to install, maintain, or repair power lines that move electricity.

### **Associate of Arts Degree Pathways**

Energy Business—AA Energy Business-Related Coursework includes the general associate of arts degree with energy business related coursework in computer applications, business management, marketing, general business, accounting, and economics.

Water Management and Associate of Arts stacked with the Water System Operator Class D and Wastewater Operator Class D - Began in the 2022-2023 School Year - Builds students' technical skills and knowledge to operate and maintain wastewater treatment plants effectively and safely.

All students enroll in honors level high school courses or AP courses (ELAR, math, science, social studies) concurrently with dual credit courses. After passing TSI, students enroll in dual credit ELAR and math courses

### **PTECH Certifications**

## OSHA-10 General Industry Certification

Students also earn industry based certifications as P-TECH students:

- Microsoft Office Specialist Expert - Word
- Microsoft Office Specialist Expert - Excel

Awarded through the IHE Partner:

- Business Level I Certification
- Business Level II Certification
- Renewable Energy Technology Level I Certification

## Rigorous Curricula

All students enroll in honors level high school courses or AP courses (ELAR, math, science, social studies) concurrently with dual credit courses. After passing TSI, students enroll in dual credit courses including ELAR and Math, which require successful completion of the TSIA Reading/Writing and Math assessments.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications. **Root Cause:** Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

**Problem Statement 2:** Emergent bilingual students underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. 2022-2023 STAAR EOC assessment data at Meets levels are as follows: ENG I (76.32%), ENG II (85.71%), and USH (100%). The ALL student group for the same data set is as follows: ENG I (80%), ENG II (91.86%), and USH (100%). **Root Cause:** All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.

# School Processes & Programs

## School Processes & Programs Summary

TCC South/FWISD Collegiate High School follows the college calendar and schedule. Students are required to meet academic and other expectations as college students.

## Instructional and Curricular Program

As a Pathways in Technology Early College High School or P-TECH, TCC South/FWISD Collegiate High School offers students the opportunity to earn an Associate of Applied Science in Electronics Technology Advanced Energy Technician, Associate of Applied Science in Electrical Lineman, an Associate of Arts in Business with emphasis on Energy Business-related coursework, and an Associate of Arts stacked with the Water System Operator Class D and Wastewater Operator Class D. Students enroll in the principles of applied engineering (PAE) course during their first year as P-TECH students and with the knowledge gained from PAE accompanied with work-based learning experiences, guest speakers' contributions and mentorship, and content learned in the environmental science and the PAE high school courses, students choose their degree pathway.

## Associate of Applied Sciences Degree Pathways

Electronics Technology Advanced Energy Technician—AAS Electronics engineering specialization gives students a strong foundation in electronics, mathematics, science, computer skills, presentation skills, verbal communication skills, and team skills.

Associate of Applied Science in Electrical Lineman—AAS The Lineman Program discusses how to install, maintain, or repair power lines that move electricity.

## Associate of Arts Degree Pathways

Energy Business—AA Energy Business-Related Coursework includes the general associate of arts degree with energy business related coursework in computer applications, business management, marketing, general business, accounting, and economics.

Water Management and Associate of Arts stacked with the Water System Operator Class D and Wastewater Operator Class D - Began in the 2022-2023 School Year - Builds students' technical skills and knowledge to operate and maintain wastewater treatment plants effectively and safely.

All students enroll in honors level high school courses or AP courses (ELAR, math, science, social studies) concurrently with dual credit courses. After passing TSI, students enroll in dual credit ELAR and math courses

## **Certifications**

OSHA-10 General Industry Certification

Students also earn industry based certifications as P-TECH students:

- Microsoft Office Specialist Expert - Word
- Microsoft Office Specialist Expert - Excel

Awarded through the IHE Partner:

Business Level I Certification

Business Level II Certification

Renewable Energy Technology Level I Certification

## **Campus Leadership**

TCC South has a Site Based Decision Making Team (SBDM) and four-sub leadership teams that include the Operational Leadership Team, Instructional Leadership Team/ Department Chairs, the Post-Secondary Success (PSS)/College, Career, and Military Readiness (CCMR) Team, and the Freshman

Success Team which oversee the operational, core content instructional program, systems of support to keep students on track academically, and all other P-TECH program components of the school. The Operational Leadership Team includes the principal, assistant principal, post-secondary specialist, two counselors, the administrative assistant, data clerk, school nurse, and our family-communication specialist. Each week, this team meets to problem solve, plan, and discuss agenda items, including, but not limited to master scheduling, technology access for students and staff, campus improvement plan and budget, graduation, mandatory testing, and all staff updates by role or department. For each meeting, minutes are recorded and emailed to the team and include discussion points, action items/next steps, and responsible personnel to complete tasks. The Instructional Leadership Team includes the ELAR, math, science, social studies, and elective department chairs along with administration. Department chairs meet each 6 weeks with our administrative team to discuss student assessment data and intervention plans, address challenges discussed in the grade-level team meetings and content area Professional Learning Communities (PLCs).

Our administrative team includes both Spanish speaking principal and assistant principal who collaborate to ensure the school operates efficiently and safely. The roles and responsibilities include collaborating with TCC South Campus staff, industry partners, and Fort Worth Independent School District (FWISD) staff, supervising teachers and the instructional program, oversee scheduling students into the appropriate college and high school courses, implementing and monitoring safety and security measures, ensure supports for underperforming student groups are implemented, communicating with all stakeholders to engage students, parents, and staff in the instructional program and opportunities.

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

#### **Advanced Degree Attainment Opportunities**

We currently have 67.7% of our faculty that have earned their master's degree, one teacher has her doctorate's degree, and our principal, as well, has earned her doctorate's degree. Seven teachers (33.3%) are credentialed by our IHE partner, Tarrant County College-South Campus, to teach college level courses.

#### **Academic Programming Opportunities**

P-TECH Degree pathways include associate of applied sciences (2) and associate of arts (2) degrees.

Students may earn industry certifications in each degree pathway.

Honors, Advanced Placement/AP, and dual credit courses offered. 232 out of 298 students (78%) earned Associate of Arts degrees in 4 years (cohorts 2019, 2020, 2021, and 2022).

Each year, 3-5 students graduate early from high school and earn their associate degrees by December of their senior year.

### **Academic Preparation Programs**

At least one teacher per core content area has been trained by Princeton Review or Cambridge to provide high yield strategies (test-taking and content-based) for the SAT, ACT, PSAT, and TSI.

Seven teachers have been trained by Texas College Bridge to support students with TSI preparation and make them eligible to take TSI required college coursework.

Two content teachers engage students weekly in high impact tutoring preparation for STAAR EOCs; one teacher facilitates the tutoring during advisory period.

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

**Problem Statement 1 (Prioritized):** From 2019 (9th Graders) to 2023 (12th Graders) graduation persistence was at 78%; with the following class being, 2020 (9th Grade) to 2024 (12th Grade) persistence at 66%, with a total of a 12% decline from the previous graduating class. **Root Cause:** Unmet Student TSI Rates & TCC Academic Probation and Suspension Status make students ineligible to continue pathways.

**Problem Statement 2:** Student absenteeism at the 12th grade level has persisted as there is a continued decline from the 2021-2022 school year to 2022-2023 school year at 91.5% to 89.57%, respectively. **Root Cause:** Friday attendance for students scheduled in college classes is low because students only have scheduled attendance in Focus between 11:00 and 11:45 or ADA.

# Perceptions

## Perceptions Summary

Sixteen out of 27 eligible TCC South Collegiate HS staff took the survey. Campus leadership and the vacant campus security position did not take the survey. First, eligible staff rated the effectiveness of overall campus leadership in creating a positive and conducive environment for teaching and learning with 0 being the lowest and 5 being the highest. They responded to various items listed below.

Regarding the extent to which staff feel a sense of trust in the leadership of the school, they shared perceptions of the transparency, openness, and reliability of leadership in fostering a trusting professional environment as follows:

**Positive:** Staff states that they trust the leadership and leadership has open communication. They feel informed of school direction, and expectations. Leadership is encouraging. High level of confidence in their work.

**Concerns:** Staff has concerns with district expectations that put undue pressure on the campus that affects a trusting environment, Follow-through, clear expectations when things/tasks are not met, clearer messaging, and greater expectations as well as equitable consequences, reception to feedback, how to complete tasks that are due.

To what extent do you feel inspired and motivated by the leadership at our school?

4.31 out of 5

Please share your thoughts on leadership's ability to inspire and foster a positive educational and work community.

**Positive:** Leadership does an excellent job of inspiring and fostering a positive educational and work community. Most believe that the environment is positive. Leadership is supportive, leadership inspires by sharing knowledge and wisdom.

**Concerns:** Effort for incorporating new ideas are not acknowledged and criticized, faculty meetings are a beatdown and are used to chastise ineffective teachers, not all mandates are followed.

Provide feedback on any school initiatives or programs that have positively impacted teaching and learning.

**Positive:** Meditation days (Yogi), Lead4ward, HIIT tutoring, committees, PLCs, Freshman success, grade level meetings

**Concerns:** Too many websites, does not grow outside of individual effort

How would you rate the overall staff climate at our school?

3.75 out of 5

How would you rate the current morale among teachers at our school?

8 out 16 people rated current morale as excellent or above average.

25% Excellent

25% Above Average



4 out of 16 people rated current morale as average.

25% Average

4 out of 16 people rated current morale as below average or very poor.

16% Below Average

9% Very Poor

Please share your perceptions on factors influencing morale and any suggestions for improvement.

There were several suggestions for improving morale including, but not limited to, working with ineffective teachers, holding staff accountable, ensure workloads are equitably shared, hold teachers to the same standards, get teachers on the same page, minimize hearsay and gossip among the staff, and enforce school rules among students.

### Perceptions Strengths

On a scale of 0 to 5, staff feel motivated by campus leadership - Scale score of 4.13 out of 5.

75% of the staff have positive morale (average to excellent).

Staff states that they trust the leadership and leadership has open communication. They feel informed of school direction, and expectations. Leadership is encouraging. High level of confidence in their work.

Leadership does an excellent job of inspiring and fostering a positive educational and work community. Most believe that the environment is positive. Leadership is supportive, leadership inspires by sharing knowledge and wisdom.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Staff morale is low with 25 percent of the staff not having a positive view of the school. **Root Cause:** The perception is that all staff are not held accountable to the same standards.

**Problem Statement 2 (Prioritized):** Staff retention of 3-5 years in critical positions such as the assistant principal, counselor, post-secondary success specialist, and CTE teacher roles pose challenges to implementing consistent components of the P-TECH Blueprint and the general program needs associated with partnerships. **Root Cause:** Staff in these roles must take on non traditional roles in addition to the duties on the job descriptions that sometimes lead to burn out.

# Priority Problem Statements

**Problem Statement 1:** Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020), 94.9% (2020-2021), 93% (2021-2022) and 93% (2022- 2023). Currently, student average daily attendance for the 2023-2024 is 93.57%.

**Root Cause 1:** Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.

**Root Cause 2:** Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Staff morale is low with 25 percent of the staff not having a positive view of the school.

**Root Cause 3:** The perception is that all staff are not held accountable to the same standards.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.

**Root Cause 4:** Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** From 2019 (9th Graders) to 2023 (12th Graders) graduation persistence was at 78%; with the following class being, 2020 (9th Grade) to 2024 (12th Grade) persistence at 66%, with a total of a 12% decline from the previous graduating class.

**Root Cause 5:** Unmet Student TSI Rates & TCC Academic Probation and Suspension Status make students ineligible to continue pathways.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Staff retention of 3-5 years in critical positions such as the assistant principal, counselor, post-secondary success specialist, and CTE teacher roles pose challenges to implementing consistent components of the P-TECH Blueprint and the general program needs associated with partnerships.

**Root Cause 6:** Staff in these roles must take on non traditional roles in addition to the duties on the job descriptions that sometimes lead to burn out.

**Problem Statement 6 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

#### **Employee Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals

Revised/Approved: April 8, 2024

## Goal 1: Early Literacy

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

**Performance Objective 1:** Increase the percentage of 9th and 10th grade students who meet the grade level benchmark in reading on PSAT from 44% to 70% by May 2025.

Increase the percentage of African American students from 37% to 65% by May 2025.

### High Priority

**Evaluation Data Sources:** PSAT 8/9 and PSAT/NMSQT Fall 2023 Reports

**Strategy 1:** Provide extended learning time to routinely embed PSAT and TSI prep with daily reading and writing instruction in English I and reading I on a block schedule in the master schedule resulting in 85 minutes of English I and reading I instruction per day.

**Strategy's Expected Result/Impact:** Students will meet or exceed the grade level benchmark in reading and writing on the PSAT as well as the TSIA 2 assessment.

**Staff Responsible for Monitoring:** English I and reading I teachers

### Title I:

2.4, 2.5, 2.6





#### - TEA Priorities:

Build a foundation of reading and math

#### - ESF Levers:

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

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Build English I and reading I in the master schedule as parent/child classes. Monitor implementation of district honors-level English and reading I curricula through PLC planning, lesson plans, and walk throughs.</p> <p><b>Intended Audience:</b> English Department</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Department Chair, Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024 through June 2025</p> <p><b>Collaborating Departments:</b> English Department</p> <p><b>Delivery Method:</b> In Person</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> The principal who supervises math teachers, the AP who supervises English language arts teachers, the English department chair, and the math department chair will implement effective, researched-based best practices from PLC at Work Institute professional development sessions in July and October 2025 in PLCs.</p> <p><b>Intended Audience:</b> Campus Administrator and Academic Leadership Team (English and Math)</p> <p><b>Provider / Presenter / Person Responsible:</b> Collins</p> <p><b>Date(s) / Timeframe:</b> August - May 2025</p> <p><b>Collaborating Departments:</b> English and Math</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Administrator Professional Development Fees (PLC at Work Institute) - TITLE I (211) - 211-23-6411-04N-086-30-510-000000-25F10 - \$800</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Strategy 2:** Provide PSAT/SAT reading and writing whole group instruction for English learners, small group practice/instruction, personalized instruction, and intervention using the ChalkTalk adaptive instruction method during advisory period and independent class periods.

**Strategy's Expected Result/Impact:** Students will meet or exceed the grade level benchmark in reading and writing on the PSAT as well as the TSIA 2 assessment.

**Staff Responsible for Monitoring:** 10th and 11th grade advisory teachers, English teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> During the grade-level 45 minute, daily advisory periods, teachers and students will implement the ChalkTalk Adaptive Method at the mid-year mark for 10th graders (JAN) through their 11th grade year to prepare for assessments (OCT - PSAT/NMSQT and MAR - SAT) including a mixture of whole group, small group, and independent instructional methods.</p> <p><b>Intended Audience:</b> Advisory Teachers and Students</p> <p><b>Provider / Presenter / Person Responsible:</b> ChalkTalk, Administrators, 10th and 11th Grade Advisory Teachers</p> <p><b>Date(s) / Timeframe:</b> 2024-2025 School Year</p> <p><b>Collaborating Departments:</b> 10th and 11th Grade Level Teams</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> ChalkTalk Adaptive Method Platform - GT (199 PIC 21) - \$1,000, ChalkTalk Adaptive Method Platform - BEA (199 PIC 25) - 199-11-6399-001-086-25-243-000000 - \$5,000, ChalkTalk Adaptive Method Platform - BASIC (199 PIC 11) - 199-11-6399-XXX-086-11-243-000000- - \$4,014</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.</p> <p><b>Root Cause:</b> Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.</p>

**Goal 1: Early Literacy**

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

**Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from 62.5% to 80% by May 2025.  
Increase the percentage of emergent bilingual students from 50% to 70% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR English I EOC Exams and Benchmarks

**Strategy 1:** Provide extended learning time as daily English instruction in English I and reading I on a block schedule in the master schedule resulting in 85 minutes of English I and reading I instruction per day.

**Strategy's Expected Result/Impact:** 80% of students will perform at the meets level or above on the English I STAAR EOC.

**Staff Responsible for Monitoring:** Administrators and English Department

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Build English I and reading I in the master schedule as parent/child classes. Monitor implementation of district honors-level English I and reading I curricula and TSI prep resources (EdReady, TCC Provided Online Resources-Mometrix, TSI Navigator) through PLC planning, lesson plans, and walk throughs. <b>Intended Audience:</b> Teachers and Students <b>Provider / Presenter / Person Responsible:</b> Principal, Reading Department Chair, and Teachers <b>Date(s) / Timeframe:</b> July 2024-June 2024 <b>Collaborating Departments:</b> English Department <b>Delivery Method:</b> In Person	Formative		Summative	
	Nov	Jan	Mar	June





No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 2:** Provide content language objective professional development and support across subject areas led by the English department

**Strategy's Expected Result/Impact:** Increase student engagement and improvement on STAAR and TELPAS

**Staff Responsible for Monitoring:** All Faculty and Staff

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> English Department teachers will train the faculty in writing and implementing content/language objectives that increase student objectives and embed ELPS strategies daily <b>Intended Audience:</b> All Teachers and Students <b>Provider / Presenter / Person Responsible:</b> Administrators and Teachers <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Various <b>Delivery Method:</b> In Person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications. <b>Root Cause:</b> Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

**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 77.6% to 85% by May 2025.  
Increase the percentage of emergent bilingual students from 67.9% to 80% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR English II EOC exams and Benchmarks

**Strategy 1:** Teachers will use instructional resources, supplies and materials to improve teaching practices and increase student outcomes on English I and II EOCs, TSIA 2.0, and PSAT, SAT, and ELAR benchmarks. These supplemental resources and materials may include general supplies, novels, books, and instructional materials from Region IV, Lead4ward, or other approved vendors.

**Strategy's Expected Result/Impact:** Student performance on STAAR EOCs, TSIA 2.0, PSAT/SAT, benchmarks will increase according to identified percentages.

**Staff Responsible for Monitoring:** Administrators and English Department

**Title I:**

2.4, 2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- 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

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Purchase instructional resources, supplies and materials to improve teaching practices and increase student outcomes in English classes.</p> <p><b>Intended Audience:</b> Teachers and Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and Teachers</p> <p><b>Date(s) / Timeframe:</b> July 2024-June 2025</p> <p><b>Collaborating Departments:</b> English Department</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Instructional materials, resources, and supplies, and supplies for English classes - TITLE I (211) - 211-11-6399-04N-086-30-510-000000-25F10 - \$1,000, Instructional supports for reading texts and writing - SPED (199 PIC 23) - \$379</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:**

Demographics
<p><b>Problem Statement 2:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.</p> <p><b>Root Cause:</b> Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.</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 and 10th grade students who meet the grade level benchmark in mathematics on PSAT from 28% to 50% by May 2025. Increase the percentage of Hispanic students 25% to 50% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** PSAT reports from College Board

**Strategy 1:** Provide extended learning time to routinely embed PSAT and TSI prep with math instruction in Algebra I and problem solving math on a block schedule in the master schedule resulting in 85 minutes of Algebra I and problem solving math instruction per day.

**Strategy's Expected Result/Impact:** Students will meet or exceed the grade level benchmark in math on the PSAT as well as the TSIA 2 assessment.

**Staff Responsible for Monitoring:** Algebra I teachers

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Build Algebra I and problem solving math in the master schedule as parent/child classes. Monitor implementation of district honors-level math curricula through PLC planning, lesson plans, and walk throughs. <b>Intended Audience:</b> Math Department <b>Provider / Presenter / Person Responsible:</b> Administrators, Math Department Chair, Teachers <b>Date(s) / Timeframe:</b> July 2024-June 2025 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Continue to provide extended learning time in math (TSI and math tutoring support) for targeted students in algebra II and geometry who need to register for college math classes in the next 2 semesters (as well as other students in need)</p> <p><b>Intended Audience:</b> Math students in need of additional support  <b>Provider / Presenter / Person Responsible:</b> Math Teachers  <b>Date(s) / Timeframe:</b> August 2024-May 2024  <b>Collaborating Departments:</b> Math Department  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Math Tutoring - GT (199 PIC 21) - \$752</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.  <b>Root Cause:</b> Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.</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 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 63.49% to 80% by May 2025. And the percentage of emergent bilingual students 57.7% to 70% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Algebra I EOC exams, Benchmarks/Interim Assessments, and Map Growth Assessments

**Strategy 1:** Provide extended learning time as daily math instruction in Algebra I and problem solving math on a block schedule in the master schedule resulting in 85 minutes of Algebra I and problem solving math instruction per day.

**Strategy's Expected Result/Impact:** 80% or more students will score at the meet or masters level on the STAAR EOC.

**Staff Responsible for Monitoring:** Math Department and Administrators

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Build Algebra I and problem solving math in the master schedule as parent/child classes. Monitor implementation of district honors-level math curricula and TSI prep resources (EdReady, TCC Provided Online Resources-Mometrix, TSI Navigator) through PLC planning, lesson plans, and walk throughs. <b>Intended Audience:</b> Teachers and Students <b>Provider / Presenter / Person Responsible:</b> Principal, Math Department Chair, Teachers <b>Date(s) / Timeframe:</b> July 2024-June 2025 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> In Person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 2:** Teachers will use instructional resources, supplies and materials to improve teaching practices and increase student outcomes on Algebra I EOC, TSIA 2.0, and PSAT, SAT, and math benchmarks. These supplemental resources and materials may include general supplies, instructional materials from Region IV, Lead4ward, or other approved vendors.

**Strategy's Expected Result/Impact:** Student performance on STAAR EOCs, TSIA 2.0, PSAT/SAT, benchmarks will increase according to identified percentages

**Staff Responsible for Monitoring:** Principal and Teachers

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Purchase instructional resources, supplies and materials to improve teaching practices and increase student outcomes in math classes.</p> <p><b>Intended Audience:</b> Teachers and Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and Students</p> <p><b>Date(s) / Timeframe:</b> July 2024-June 2025</p> <p><b>Collaborating Departments:</b> Math Department</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Instructional materials, resources, and supplies for math classes - TITLE I (211) - 211-11-6399-04N-086-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

## Demographics

**Problem Statement 2:** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.

**Root Cause:** Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.



**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 99% to 100% by May 2025.  
Increase the percentage of Hispanic students 99% to 100% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CCMR indicators on the CCMR district reports

**Strategy 1:** We will collaborate with partners and providers to provide resources to support students pursuing AA degrees and prepare them for certification exams.

**Strategy's Expected Result/Impact:** Students will meet P-TECH outcomes based measures.

**Staff Responsible for Monitoring:** Administrators, Faculty and Staff

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Faculty and staff will implement strategies learned from CCMR and P-TECH related conferences and professional development to support students' growth in various AA and certification pathways.</p> <p><b>Intended Audience:</b> P-TECH Faculty and Staff  <b>Provider / Presenter / Person Responsible:</b> Principal  <b>Date(s) / Timeframe:</b> July 2024 - June 2025  <b>Collaborating Departments:</b> Various  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Travel for Teacher (P-TECH and General Program) - CTE (199 PIC 22) - \$5,000, Travel for Teachers (P-TECH Program) - TITLE I (211) - 211-13-6411-04N-086-30-510-000000-25F10 - \$1,760.80, Travel for Principal and Assistant Principal (P-TECH Academic Program ) - UNDISTRIBUTED (199 PIC 99) - 199-23-6411-XXX-086-99-243-000000- - \$1,700</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Use the Stemuli data tracker, durable skills/work-based learning platform during CTE principles of engineering class and B-day advisory periods to monitor students' on track status for CCMR indicator attainment including, but not limited to, P-TECH outcomes-based measures (60+ hours of college credit, work-based learning experiences, certifications, and high school graduation).</p> <p><b>Intended Audience:</b> All students  <b>Provider / Presenter / Person Responsible:</b> Stemuli  <b>Date(s) / Timeframe:</b> July 2024-June 2024  <b>Collaborating Departments:</b> Various  <b>Delivery Method:</b> Digital</p> <p><b>Funding Sources:</b> Stemuli Durable Skills and Data Tracker - CTE (199 PIC 22) - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Cover transportation costs and snacks/drinks for scheduled field trips to industry partners' worksites, college visits, and other college and career-related events such as mock interviews and interviews, incentives for meeting goals/ progress measures throughout the school year</p> <p><b>Intended Audience:</b> Teachers and Students  <b>Provider / Presenter / Person Responsible:</b> Administrators and Post-Secondary Specialist  <b>Date(s) / Timeframe:</b> July 2024-June 2025  <b>Collaborating Departments:</b> Various  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Buses/Transportation - BASIC (199 PIC 11) - 199-11-6412-XXX-086-11-243-000000- - \$300, Snacks/Drinks and Incentives for student participation in CCMR related events - TITLE I (211) - 211-11-6499-04N-086-30-510-000000-25F10 - \$350</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Allot instruction resources, materials and supplies for non math and English language arts teachers to meet the academic needs to students scheduled in their courses.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Principal  <b>Date(s) / Timeframe:</b> July 2024-June 2025  <b>Collaborating Departments:</b> Various  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Instructional Resources, Materials, and Supplies (SS, Science, Spanish) - TITLE I (211) - 211-11-6399-04N-086-30-510-000000-25F10 - \$1,750, Instructional Resources, Materials, and Supplies (CTE) - CTE (199 PIC 22) - \$2,756</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:** We will provide resources including general supplies, technology, and other resources required for daily operations.

**Strategy's Expected Result/Impact:** We will operate efficiently and be able to meet District and campus goals.

**Staff Responsible for Monitoring:** Administrators, Faculty, and Staff

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Purchase supplies, technology for campus leadership team, instructional coach, and office staff</p> <p><b>Intended Audience:</b> Leadership Team and Office Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal</p> <p><b>Date(s) / Timeframe:</b> July 2024-June 2025</p> <p><b>Collaborating Departments:</b> Various</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> General Office Supplies, Toner, Paper, Pens/Pencils etc. - TITLE I (211) - 211-13-6399-04N-086-30-510-000000-25F10 - \$2,250, Technology (Laptop) - BASIC (199 PIC 11) - 199-11-6396-XXX-086-11-243-000000- - \$2,000, General Office Supplies, Toner, Paper, Pens/Pencils etc. - BASIC (199 PIC 11) - 199-11-6399-XXX-086-11-243-000000- - \$3,408</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020), 94.9% (2020-2021), 93% (2021-2022) and 93% (2022- 2023). Currently, student average daily attendance for the 2023-2024 is 93.57%. <b>Root Cause:</b> Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place.</p>
<p><b>Problem Statement 2:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications. <b>Root Cause:</b> Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> From 2019 (9th Graders) to 2023 (12th Graders) graduation persistence was at 78%; with the following class being, 2020 (9th Grade) to 2024 (12th Grade) persistence at 66%, with a total of a 12% decline from the previous graduating class. <b>Root Cause:</b> Unmet Student TSI Rates &amp; TCC Academic Probation and Suspension Status make students ineligible to continue pathways.</p>

**Goal 3: CCMR**

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

**Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from 94% to 100% by May 2025. A  
Increase the percentage of African American students from 94% to 100% by May 2025.

**High Priority**

**Evaluation Data Sources:** Attendance, Discipline, and 6-Weeks and Semester Report Cards Data

**Strategy 1:** We will have a freshmen success team that will meet during a common period every other day on a block schedule to analyze students' grades, behavior and attendance data and conference with parents. We will have a freshmen advisory period for students to meet daily for 45 minutes on a 3-week cycle to reset. Students will be monitored and supported by the freshmen success team leader in the "Zone."

**Strategy's Expected Result/Impact:** Increased number of freshmen students who are on track each 6-week period

**Staff Responsible for Monitoring:** Administrators and Freshmen Success Team

**Title I:**





2.4, 2.6, 4.2

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Build a freshmen success team PLC in the master schedule. Teachers use PLC time use the PDSA cycle (collect and analyze student data, design intervention plans, monitor progress toward goals, conduct celebrations on 6-week/ Semester cycle). <b>Intended Audience:</b> Assistant Principal and 2-3 freshmen teachers <b>Provider / Presenter / Person Responsible:</b> Administrators and Freshmen Teachers <b>Date(s) / Timeframe:</b> July 2024-June 2025 <b>Collaborating Departments:</b> Freshman Teachers <b>Delivery Method:</b> In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide incentives for students who make progress each 6-week period</p> <p><b>Intended Audience:</b> Freshmen Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and Freshmen Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Freshmen Team</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Incentives for being on track or on track progress - TITLE I (211) - 211-11-6499-04N-086-30-510-000000-25F10 - \$650</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> Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020), 94.9% (2020-2021), 93% (2021-2022) and 93% (2022- 2023). Currently, student average daily attendance for the 2023-2024 is 93.57%. <b>Root Cause:</b> Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place.</p>

**Goal 3: CCMR**

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

**Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 91% to 100% by May 2025.

Increase the percentage of African American students from 94% to 100% by May 2025.

**High Priority**

**Evaluation Data Sources:** Focus Grades Report by Semester

**Strategy 1:** We will use the advisory period (Power Hour) resources (Stemuli data tracker) and the freshmen success team (Zone) to monitor student success in Algebra I.

**Strategy's Expected Result/Impact:** Students will pass the Algebra I class each 6-week period

**Staff Responsible for Monitoring:** Administrators, Algebra I teachers, and Freshmen Success Team

**Title I:**

2.4, 2.6, 4.2

**- TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**


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

**Problem Statements:** Demographics 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Freshman Success Team PLC teachers monitor students who are failing Algebra I (in partnership with English I) at the 3-week (progress report) and failed at the 6-week (report card) marks to assign to the Zone and conference with parents and students as well as provide tutoring or other interventions and supports.</p> <p><b>Intended Audience:</b> Teachers and Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators and Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math and English Department (in partnership)</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Tutoring and STAAR EOC Camps fall and spring - SCE (199 PIC 24) - 199-11-6116-001-086-24-243-000000- - \$1,475</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 2:** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.  
**Root Cause:** Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

**School Processes & Programs**

**Problem Statement 1:** From 2019 (9th Graders) to 2023 (12th Graders) graduation persistence was at 78%; with the following class being, 2020 (9th Grade) to 2024 (12th Grade) persistence at 66%, with a total of a 12% decline from the previous graduating class. **Root Cause:** Unmet Student TSI Rates & TCC Academic Probation and Suspension Status make students ineligible to continue pathways.



**Goal 3: CCMR**

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

**Performance Objective 4:** Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 32% to 50% by May 2025. Increase the percentage of Hispanic students who met one benchmark from 46% to 60% by May 2025.

**High Priority**

**Evaluation Data Sources:** SAT Reports from College Board

**Strategy 1:** Continued from January of their 10th grade year, provide 11th graders with SAT reading, writing, and math whole group instruction, small group practice/instruction, personalized instruction, and intervention using the ChalkTalk Adaptive Instruction Method. 12th graders will continue to use Khan Academy and TCC's Mometrix recourses via the Online Library.

**Strategy's Expected Result/Impact:** Students will meet or exceed personal goals and earn at least a 1050 on the SAT.

**Staff Responsible for Monitoring:** Administrators, Math and English Teachers, and Advisory Teachers

**Title I:**

2.4

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 11th graders will use ChalkTalks Adaptive Instruction Method to increase SAT reading, writing, and math scores through whole group instruction , small group practice/instruction, personalized instruction, and intervention during advisory period and independent class periods. 12th graders will continue to use Khan Academy and TCC's Mometrix recourses via the Online Library.</p> <p><b>Intended Audience:</b> 11th and 12th graders and their Supporting Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, ChalkTalk, Khan Academy, TCC Online Resources</p> <p><b>Date(s) / Timeframe:</b> July 2024-May 2025</p> <p><b>Collaborating Departments:</b> Various</p> <p><b>Delivery Method:</b> In Person and Digital</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Math Co-Department Chair will monitor implementation of the ChalkTalk Adaptive Method program during a conference period and lead on-going data and planning sessions with 10th and 11th grade advisory teachers.</p> <p><b>Intended Audience:</b> 10th and 11th Grade Advisory Teachers using the SAT Prep Materials</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and ChalkTalk</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math and English Language Arts</p> <p><b>Delivery Method:</b> In Person and Digital</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.</p> <p><b>Root Cause:</b> Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.</p>

**Goal 4: Learning Environment (based on the BOE constraints)**

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

**Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 11% to 5% by May 2025. Increase attendance percentage rates for African American and Hispanic students from 93.49% to 96% by May 2025.

**High Priority**

**Evaluation Data Sources:** 6-Weeks, Semester, and Annual Campus Attendance Reports

**Strategy 1:** We will have a family engagement specialist who will serve on the attendance committee and work with the assistant principal and data clerk to implement and monitor attendance procedures and communicate with families routinely about students' absences.

**Strategy's Expected Result/Impact:** Students absence rates will improve and the school absence rate will be 96% or greater.

**Staff Responsible for Monitoring:** Administrators, Data Clerk, Family Engagement Specialist, Attendance Committee Members

**Title I:**

2.6, 4.1, 4.2

**- TEA Priorities:**

Connect high school to career and college





**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide a full-time family engagement specialist as support staff for the TCC South/FWISD Collegiate High School community. <b>Intended Audience:</b> Family Engagement Specialist <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> July 2024 though August 2025 <b>Collaborating Departments:</b> All <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Family Engagement Specialist Support Staff - TITLE I (211) - 211-61-6129-04L-086-30-510-000000-25F10 - \$32,604	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Schedule, plan, and coordinate college tours with assistant principal, counselors, and parent volunteers; schedule and provide students/parents TCC "Good to Know" information sessions each semester; co-manage school social media accounts; co-coordinate PTA and school events such as award ceremonies to engage families in the school community.</p> <p><b>Intended Audience:</b> School Community Members  <b>Provider / Presenter / Person Responsible:</b> Administrators and Family Engagement Specialist  <b>Date(s) / Timeframe:</b> July 2024-June 2025  <b>Collaborating Departments:</b> Various  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Materials and Supplies for Events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-086-30-510-000000-25F10 - \$444, Snacks for Parent Meetings - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-086-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Strategy 2:** We will provide resources for the on site nurse to ensure students and staff are healthy and safe.

**Strategy's Expected Result/Impact:** A healthy and safe school community

**Staff Responsible for Monitoring:** Principal and Nurse

**Title I:**

2.4, 2.6





**- TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide health-related and cleaning/cleansing supplies for the nurse's office <b>Intended Audience:</b> Nurse <b>Provider / Presenter / Person Responsible:</b> Principal and Nurse <b>Date(s) / Timeframe:</b> Julye 2024-June 2025 <b>Collaborating Departments:</b> Leadership Team <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Health-related and cleaning/cleansing supplies - UNDISTRIBUTED (199 PIC 99) - 199-33-6399-XXX-086-99-243-000000- - \$434	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 3:** We will provide innovative, on-going professional development opportunities for faculty and staff that ensure a culturally responsive and supportive learning environment for our diverse student population which is comprised of 69% free and reduced lunch, 70% Hispanic, 20% African American, nearly 30% emergent bilingual as well as students served in the special education, 504, and G/T programs. Teachers will attend professional development that will enhance and improve their rigorous academic programs including honors courses, AP courses, dual credit courses, and P-TECH-related coursework.

**Strategy's Expected Result/Impact:** All students will be served equitably through Tier I, II and II supports as deemed necessary.

**Staff Responsible for Monitoring:** Administrators, Faculty, and Staff

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Attend AP Conferences to improve students' performance on AP exams</p> <p><b>Intended Audience:</b> Administrators and AP Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal</p> <p><b>Date(s) / Timeframe:</b> July 2024-June 2025</p> <p><b>Collaborating Departments:</b> Various</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> July 2025 AP Conference for 3 Attendees from Math/SS/English (Registration and Flight) - UNDISTRIBUTED (199 PIC 99) - 199-13-6411-XXX-086-99-243-000000- - \$1,040, July 2025 AP Conference for 3 Attendees from Math/SS/English (Registration and Flight) - BASIC (199 PIC 11) - 199-11-6411-XXX-086-11-243-000000- - \$1,460</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Attend Close Up Foundation field trip with students to Washington DC and attend professional development</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and Teachers</p> <p><b>Date(s) / Timeframe:</b> July 2024-June 2025</p> <p><b>Collaborating Departments:</b> Various</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Staff Development for Faculty - UNDISTRIBUTED (199 PIC 99) - 199-13-6411-XXX-086-99-243-000000- - \$1,360</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Attend regional or national conference for guidance counselors with a CCMR focus, meeting social emotional needs of adolescents, and college and career planning for high school students in the traditional or collegiate high school setting</p> <p><b>Intended Audience:</b> Administrators and Counselors</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal</p> <p><b>Date(s) / Timeframe:</b> July 2024-June 2025</p> <p><b>Collaborating Departments:</b> Guidance and Counseling</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Guidance and Counseling Conferences - UNDISTRIBUTED (199 PIC 99) - 199-31-6411-XXX-086-99-243-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 4:** We will provide resources to ensure students stay on track for attendance each 6 weeks and semester.

**Strategy's Expected Result/Impact:** Students will not lose credit due to attendance due to early academic interventions and frequent communication/conferences with parents and students.

**Staff Responsible for Monitoring:** All Faculty and Staff

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Offer attendance recovery sessions with TSI prep, SAT prep and tutoring. <b>Intended Audience:</b> Targeted students in need of assistance and support <b>Provider / Presenter / Person Responsible:</b> Administrators and Faculty and Staff <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> Teachers and Attendance Committee <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Academic and Attendance Support - SCE (199 PIC 24) - 199-11-6116-001-086-24-243-000000- - \$1,750	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020), 94.9% (2020-2021), 93% (2021-2022) and 93% (2022- 2023). Currently, student average daily attendance for the 2023-2024 is 93.57%. **Root Cause:** Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place.

**Problem Statement 2:** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.  
**Root Cause:** Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

### School Processes & Programs

**Problem Statement 1:** From 2019 (9th Graders) to 2023 (12th Graders) graduation persistence was at 78%; with the following class being, 2020 (9th Grade) to 2024 (12th Grade) persistence at 66%, with a total of a 12% decline from the previous graduating class. **Root Cause:** Unmet Student TSI Rates & TCC Academic Probation and Suspension Status make students ineligible to continue pathways.



**Goal 4: Learning Environment** (based on the BOE constraints)

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

**Performance Objective 2:** Decrease the number of out of school suspensions for Hispanic students from 10 to 5 by May 2025.

**Evaluation Data Sources:** Focus Discipline Reports

**Strategy 1:** We will have team building, personal development, and soft-skill focused activities during advisory period for each grade level as a part of the Power Hour curriculum.

**Strategy's Expected Result/Impact:** Reduced referrals and improved behavior and interactions between students and faculty and staff





**Staff Responsible for Monitoring:** All Faculty and Staff

**Title I:**

2.5, 2.6

**- ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Revise the Power Hour curriculum for the freshmen success initiative which was adapted from the P-TECH Student Academic Manual (SAM) to produce grades 10-12 lessons and activities that build a positive school culture.</p> <p><b>Intended Audience:</b> Students in Grades 9-12 and Power Hour (Advisory) Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators and Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Various</p> <p><b>Delivery Method:</b> In Person and Digital (SAM in Stemuli)</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:** Increase student voice and input through student focus groups such as class officers, ambassadors, and other leadership groups on a quarterly basis by meeting with the principal, assistant principal, and faculty to discuss campus concerns and proactive solutions that build trust





**Strategy's Expected Result/Impact:** Improved student and faculty relations and positive campus culture

**Staff Responsible for Monitoring:** Campus Administrators and Class Sponsors

**ESF Levers:**

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

**Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Establish a student advisory with principal, quarterly meeting calendar, meeting protocol/agenda, norms <b>Intended Audience:</b> Campus Administrators, Student Leaders, Supporting Faculty <b>Provider / Presenter / Person Responsible:</b> Principal and Assistant Principal <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> Various <b>Delivery Method:</b> In Person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020), 94.9% (2020-2021), 93% (2021-2022) and 93% (2022- 2023). Currently, student average daily attendance for the 2023-2024 is 93.57%. <b>Root Cause:</b> Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place.
School Processes & Programs
<b>Problem Statement 1:</b> From 2019 (9th Graders) to 2023 (12th Graders) graduation persistence was at 78%; with the following class being, 2020 (9th Grade) to 2024 (12th Grade) persistence at 66%, with a total of a 12% decline from the previous graduating class. <b>Root Cause:</b> Unmet Student TSI Rates & TCC Academic Probation and Suspension Status make students ineligible to continue pathways.
Perceptions
<b>Problem Statement 1:</b> Staff morale is low with 25 percent of the staff not having a positive view of the school. <b>Root Cause:</b> The perception is that all staff are not held accountable to the same standards.

**Goal 4: Learning Environment (based on the BOE constraints)**

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

**Performance Objective 3:** Increase the positive perception of parents on Engagement as measured by the increased retention rates of 9th and 10th graders, the two grade levels that lose the most students each year. Increase the positive perception of parents of Hispanic and African American students by May 2025 as measured by an increase in retained students in the 9th and 10th grades in these marginalized groups.

**Evaluation Data Sources:** Enrollment Data

**Strategy 1:** Develop and provide a menu of campus-based services that are student-focused and family-centered, strengths-based, and needs-driven to plan processes that help, provide information and seminars, resources and on-going supports in-person, virtually as whole-group or one-on-one for parents and families throughout the school year.

**Strategy's Expected Result/Impact:** Improved family relations, positive school culture, and increased student retention

**Staff Responsible for Monitoring:** Campus Leadership Team

**Title I:**

4.2





**- TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

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

**Problem Statements:** Demographics 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Establish a menu of family engagement services with calendar and topics for the school year <b>Intended Audience:</b> Families <b>Provider / Presenter / Person Responsible:</b> Faculty and Staff, SBDM <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> Various <b>Delivery Method:</b> In Person	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 3 Problem Statements:**

## Demographics

**Problem Statement 1:** Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020), 94.9% (2020-2021), 93% (2021-2022) and 93% (2022- 2023). Currently, student average daily attendance for the 2023-2024 is 93.57%. **Root Cause:** Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place.

**Problem Statement 2:** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications. **Root Cause:** Students' math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

**Goal 4: Learning Environment** (based on the BOE constraints)

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

**Performance Objective 4:** Increase efficiency of campus testing procedures and overall safety procedures/absence expectations when staff are used to support in different capacities when they are absent from normal teaching duties for testing, staff development or personal reasons

**Evaluation Data Sources:** Testing calendars, work-based learning field trips, staff development pull-outs and conferences requiring subs

**Strategy 1:** We will have a procedure guide for subs when teachers are pulled-out of the classroom and subs resume instructional duties ensuring classes are covered and students' academic and safety needs are met.

**Strategy's Expected Result/Impact:** Classes will be covered and substitute teachers will be prepared to teach the classes, take accurate attendance.

**Staff Responsible for Monitoring:** Administrators, Faculty, and Staff

**Title I:**

2.4


**- TEA Priorities:**


Recruit, support, retain teachers and principals


**- ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Establish a substitute teacher and staff support process with accompanying instructions and materials provided by the the assistant principal, school secretary, data clerk and family engagement specialist that is informative, welcoming, efficient and procedural.</p> <p><b>Intended Audience:</b> Office Staff  <b>Provider / Presenter / Person Responsible:</b> Administrators, Office Personnel, Teachers  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Various  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Substitute Teachers for Staff Development pull-outs, Testing Support: TSI, AP, STAAR EOCs - BASIC (199 PIC 11) - 199-11-6112-XXX-086-11-243-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Administrator Professional Development Fees (PLC at Work Institute)	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-086-30-510-000000-25F10	\$800.00
1	3	1	1	Instructional materials, resources, and supplies, and supplies for English classes	Supplies and materials for instructional use	211-11-6399-04N-086-30-510-000000-25F10	\$1,000.00
2	2	2	1	Instructional materials, resources, and supplies for math classes	Supplies and materials for instructional use	211-11-6399-04N-086-30-510-000000-25F10	\$1,000.00
3	1	1	1	Travel for Teachers (P-TECH Program)	Travel for Teachers (PD)	211-13-6411-04N-086-30-510-000000-25F10	\$1,760.80
3	1	1	3	Snacks/Drinks and Incentives for student participation in CCMR related events	Snacks or incentives for students	211-11-6499-04N-086-30-510-000000-25F10	\$350.00
3	1	1	4	Instructional Resources, Materials, and Supplies (SS, Science, Spanish)	Supplies and materials for instructional use	211-11-6399-04N-086-30-510-000000-25F10	\$1,750.00
3	1	2	1	General Office Supplies, Toner, Paper, Pens/Pencils etc.	Supplies and materials for professional development	211-13-6399-04N-086-30-510-000000-25F10	\$2,250.00
3	2	1	2	Incentives for being on track or on track progress	Snacks or incentives for students	211-11-6499-04N-086-30-510-000000-25F10	\$650.00
4	1	1	1	Family Engagement Specialist Support Staff	Family Engagement Specialist	211-61-6129-04L-086-30-510-000000-25F10	\$32,604.00
<b>Sub-Total</b>							\$42,164.80
<b>Budgeted Fund Source Amount</b>							\$42,164.80
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2	Snacks for Parent Meetings	Snacks for parents to promote participation	211-61-6499-04L-086-30-510-000000-25F10	\$1,000.00
4	1	1	2	Materials and Supplies for Events	Supplies and materials for parental involvement	211-61-6399-04L-086-30-510-000000-25F10	\$444.00
<b>Sub-Total</b>							\$1,444.00
<b>Budgeted Fund Source Amount</b>							\$1,444.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	ChalkTalk Adaptive Method Platform	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-086-11-243-000000-	\$4,014.00
3	1	1	3	Buses/Transportation	INSTRUCTION   TRAVEL - STUDENT	199-11-6412-XXX-086-11-243-000000-	\$300.00
3	1	2	1	General Office Supplies, Toner, Paper, Pens/Pencils etc.	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-086-11-243-000000-	\$3,408.00
3	1	2	1	Technology (Laptop)	INSTRUCTION   TECHNOLOGY < \$5000	199-11-6396-XXX-086-11-243-000000-	\$2,000.00
4	1	3	1	July 2025 AP Conference for 3 Attendees from Math/SS/English (Registration and Flight)	INSTRUCTION   TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-086-11-243-000000-	\$1,460.00
4	4	1	1	Substitute Teachers for Staff Development pull-outs, Testing Support: TSI, AP, STAAR EOCs	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-086-11-243-000000-	\$1,500.00
<b>Sub-Total</b>							\$12,682.00
<b>Budgeted Fund Source Amount</b>							\$12,682.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	ChalkTalk Adaptive Method Platform	GENERAL SUPPLIES		\$1,000.00
2	1	1	2	Math Tutoring	EXTRA DUTY - PROFESSIONAL		\$752.00
<b>Sub-Total</b>							\$1,752.00
<b>Budgeted Fund Source Amount</b>							\$1,752.00
<b>+/- Difference</b>							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Travel for Teacher (P-TECH and General Program)	TRAVEL - EMPLOYEE ONLY		\$5,000.00

CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Stemuli Durable Skills and Data Tracker	GENERAL SUPPLIES		\$5,000.00
3	1	1	4	Instructional Resources, Materials, and Supplies (CTE)	GENERAL SUPPLIES		\$2,756.00
<b>Sub-Total</b>							\$12,756.00
<b>Budgeted Fund Source Amount</b>							\$12,756.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Instructional supports for reading texts and writing	GENERAL SUPPLIES		\$379.00
<b>Sub-Total</b>							\$379.00
<b>Budgeted Fund Source Amount</b>							\$379.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	3	1	1	Tutoring and STAAR EOC Camps fall and spring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-086-24-243-000000-	\$1,475.00
4	1	4	1	Academic and Attendance Support	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-086-24-243-000000-	\$1,750.00
<b>Sub-Total</b>							\$3,225.00
<b>Budgeted Fund Source Amount</b>							\$3,225.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	ChalkTalk Adaptive Method Platform	Supplies and materials - instruction	199-11-6399-001-086-25-243-000000	\$5,000.00
<b>Sub-Total</b>							\$5,000.00
<b>Budgeted Fund Source Amount</b>							\$5,000.00
<b>+/- Difference</b>							\$0.00



**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>
3	1	1	1	Travel for Principal and Assistant Principal (P-TECH Academic Program )	SCHOOL LEADERSHIP   TRAVEL - EMPLOYEE ONLY	199-23-6411-XXX-086-99-243-000000-	\$1,700.00
4	1	2	1	Health-related and cleaning/cleansing supplies	HEALTH SERVICE   GENERAL SUPPLIES	199-33-6399-XXX-086-99-243-000000-	\$434.00
4	1	3	1	July 2025 AP Conference for 3 Attendees from Math/SS/English (Registration and Flight)	STAFF DEVELOPMENT   TRAVEL - EMPLOYEE ONLY	199-13-6411-XXX-086-99-243-000000-	\$1,040.00
4	1	3	2	Staff Development for Faculty	STAFF DEVELOPMENT   TRAVEL - EMPLOYEE ONLY	199-13-6411-XXX-086-99-243-000000-	\$1,360.00
4	1	3	3	Guidance and Counseling Conferences	GUIDANCE & COUNSELING SVC   TRAVEL - EMPLOYEE ONLY	199-31-6411-XXX-086-99-243-000000-	\$3,000.00
<b>Sub-Total</b>							\$7,534.00
<b>Budgeted Fund Source Amount</b>							\$7,534.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$86,936.80
<b>Grand Total Spent</b>							\$86,936.80
<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