Fort Worth Independent School District

003 South Hills High School

2024-2025 Campus Improvement Plan

Mission Statement

Our **Mission** is..."*Preparing all students for success in college, career and community leadership*"

Vision

Our **Vision** is..."*Fort Worth ISD: Igniting in every child a passion for learning*"

Value Statement

Our **Values** are...

Student Achievement

Stakeholder Collaboration

Leadership Development

Respect for Diversity

Equity in Access

Perseverance and Commitment

Continuous Improvement

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: April 5, 2024

Demographics

Demographics Summary

South Hills High School is a Title I campus in Fort Worth ISD, located in Fort Worth, TX. South Hills High School is one of 29 high schools in FWISD.

Fort Worth is the fifth-largest city in the state of Texas and the 13th largest in the United States. It is the county seat of Tarrant County, covering nearly 350 square miles into four adjoining counties. In 2021, the recorded population of the city of Fort Worth was 935,508 people. Fort Worth is a large, diverse city. According to the 1970 U.S. Census, the population of Fort Worth was 72% non-Hispanic white, 19.9% black, and 7.9% Hispanic or Latino. By 2020, continued growth in the city spurred further diversification with 36.6% of the population being non-Hispanic white, 34.8% Hispanic or Latino of any race, and 19.2% Black or African American. Asian Americans increased to forming 5.1% of the population, reflecting nationwide demographic trends at the time.

South Hills High School enrollment has held steady, even through the pandemic, over the last 7 years at around 1850 students. Student groups at South Hills High School include 53% Emergent Bilingual Students (EB), 50% Long-Term EBs, 9% Special Education, and 87% are Economically Disadvantaged. South Hills High School's population is 88% Hispanic or Latino, 9% African American, and 3% White. 65% of South Hills students speak Spanish at home.

South Hills High School employs a high-quality, talented staff, with low turnover. Staff population does not mirror that of it's student groups with regards to ethnicity - 63% White, 20% Hispanic, 14% African American, and 2% Asian.
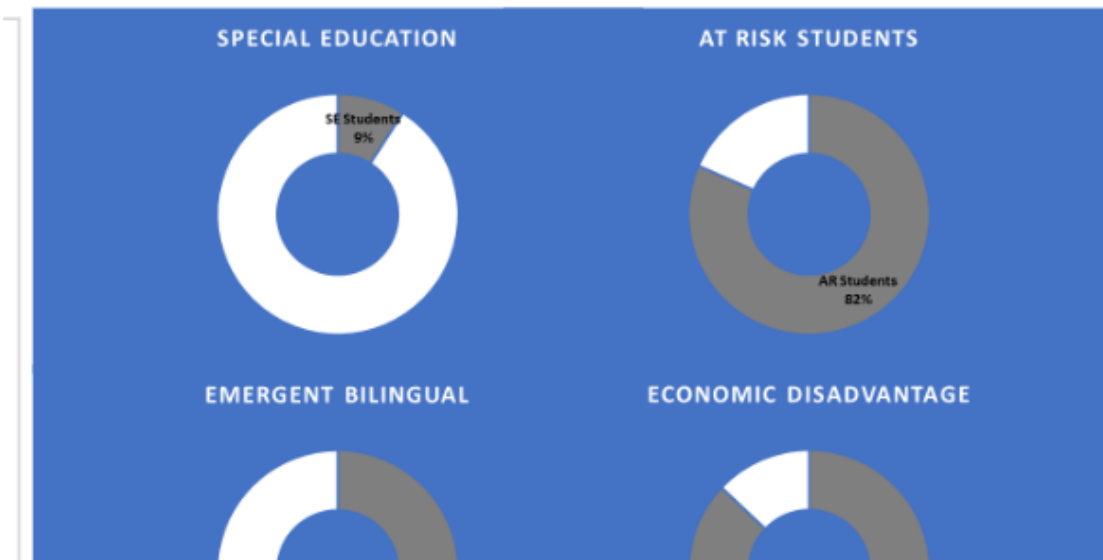
Demographics Strengths

Dual Credit is offered with TCC

Paid and Unpaid Internships are offered for certain CTE pathways

Addition of Drone Pathway

Addition of Medical Terminology Pathway

City of Fort Worth is partnering with CTE to offer outstanding seniors jobs

Law Enforcement Program Partnership with Fort Worth Police Department

Welding and Diesel Partnerships with CAT

Partnership with the UT OnRamps program

Guest speakers; tours with special groups like Upward Bound, PTech, Robotics, CTE, Culinary, etc.

In 2023, 5 of 7 student finalists were awarded TCU Community Scholars

State qualifiers in TAFE, FBLA

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower)   **Root Cause:** Lack and/or inconsistent use of adequate scaffolds for students to engage in rigorous coursework. Lack of Professional Development to provide support for special populations.

Problem Statement 2 (Prioritized): Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause:** Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Student Learning

Student Learning Summary

Overview: MAP Growth Math
003 - South Hills HS

MAP Growth Math (Algebra I, Geometry, Algebra II) % Students Met Grade Level Norm.	ALL		Hisp		AA		W		ED		EB		SpEd	
	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23
District Overall	22	22	19	20	14	13	49	52	18	18	15	14	6	7
My Campus	15	11	15	11	8	10	17	22	15	11	13	9	3	1
Algebra I	19	13	19	12	13	9	25	22	20	13	18	12	4	0
Geometry	17	12	17	12	11	11	22	23	16	11	16	7	2	4
Algebra II	7	9	8	8	0	11	0	20	7	9	4	9	3	0

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
9	389	148	38.0%	181	46.5%	45	11.6%	15	3.9%
10	22	8	36.4%	10	45.5%	3	13.6%	1	4.5%
11	9	6	66.7%	3	33.3%	0	0.0%	0	0.0%
Total	420	162	38.6%	194	46.2%	48	11.4%	16	3.8%

003 - South Hills HS

School Profile
Growth and Achievement Overview
003 - South Hills HS | Algebra 1

Grade		Number of Students
All Grades	Growth Median and Distribution	372
	55th 20% 22% 21% 17% 20%	
	Achievement Fall 2023-2024 Median and Distribution Achievement Winter 2023-2024 Median and Distribution	

Overview: MAP Growth Science
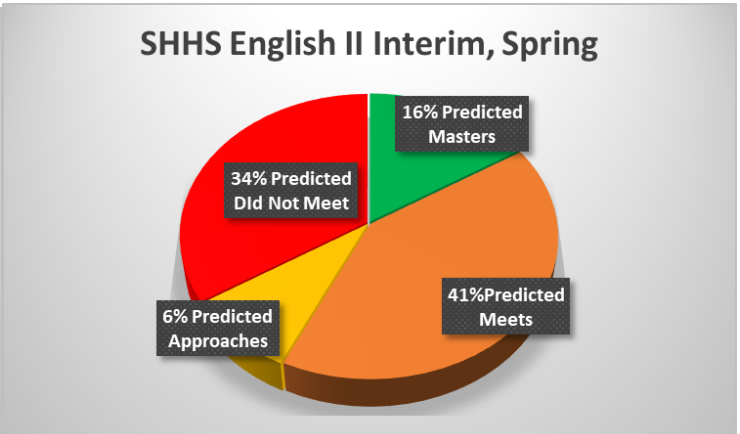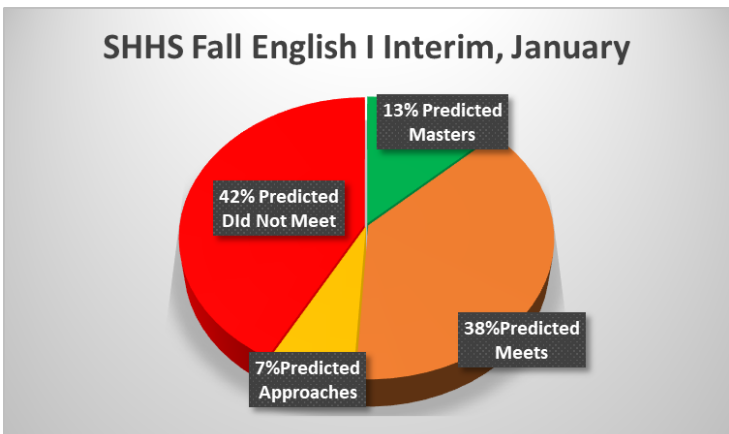## 003 - South Hills HS

MAP Growth Math (Biology) % Students Met Grade Level Norm.	ALL		Hisp		AA		W		ED		EB		SpEd	
	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23	MOY 2023-24	MOY 2022-23
District Overall	37	39	36	38	26	26	64	71	33	35	30	29	11	15
My Campus	35	33	35	32	28	26	46	61	35	33	34	27	22	9
Biology	35	33	35	32	28	26	46	61	35	33	34	27	22	9

003 - South Hills HS

School Profile
Growth and Achievement Overview
003 - South Hills HS | Life Sciences

Grade		Number of Students
All Grades	**Growth** Median and Distribution	396
	55th	20%	15%	20%	20%	25%	
	Achievement Fall 2023-2024 Median and Distribution	
	37th	32%	24%	22%	14%	8%	

Achievement Winter 2023-2024 Median and Distribution
37th | 28% | 25% | 21% | 17% | 9%

Percentiles Key   ● 1st - 20th   ● 21st - 40th   ● 41st - 60th   ● 61st - 80th   ● >80th

Rostered Winter 2023-2024
Tested Fall 2023-2024 - Winter 2023-2024

SHHS Fall English I Interim, January

- 13% Predicted Masters
- 42% Predicted Did Not Meet
- 7% Predicted Approaches
- 38% Predicted Meets

SHHS English II Interim, Spring

- 16% Predicted Masters
- 34% Predicted Did Not Meet
- 6% Predicted Approaches
- 41% Predicted Meets

Fort Worth Independent School District
2023 to 2022 Benchmark Comparison
Window #01 Benchmark October 2023 U.S. History

003 - South Hills HS

Pyramid	Student Group	Total Students 2022 N	Total Students 2023 N	Approaches 2022 N	Approaches 2022 %	Approaches 2023 N	Approaches 2023 %	Approaches Percent DIFF	Meets 2022 N	Meets 2022 %	Meets 2023 N	Meets 2023 %	Meets Percent DIFF	Masters 2022 N	Masters 2022 %	Masters 2023 N	Masters 2023 %	Masters Percent DIFF
South Hills	All Students	418	398	229	55	340	85	▲ 31	103	25	118	30	▲ 5	28	7	23	6	— -1
South Hills	Hispanic	372	344	209	56	294	85	▲ 29	95	26	100	29	▲ 4	26	7	15	4	▼ -3
South Hills	Black/African American	30	32	10	33	26	81	▲ 48	4	13	9	28	▲ 15	1	3	3	9	▲ 6
South Hills	White	10	16	7	70	15	94	▲ 24	4	40	7	44	▲ 4	1	10	5	31	▲ 21
South Hills	ED	224	350	109	49	295	84	▲ 36	51	23	96	27	▲ 5	16	7	19	5	▼ -2
South Hills	EB	185	199	84	45	163	82	▲ 37	23	12	39	20	— 7	5	3	4	2	— -1
South Hills	SE	34	37	9	26	22	59	▲ 33	3	9	3	8	— -1	0	0	1	3	▲ 3
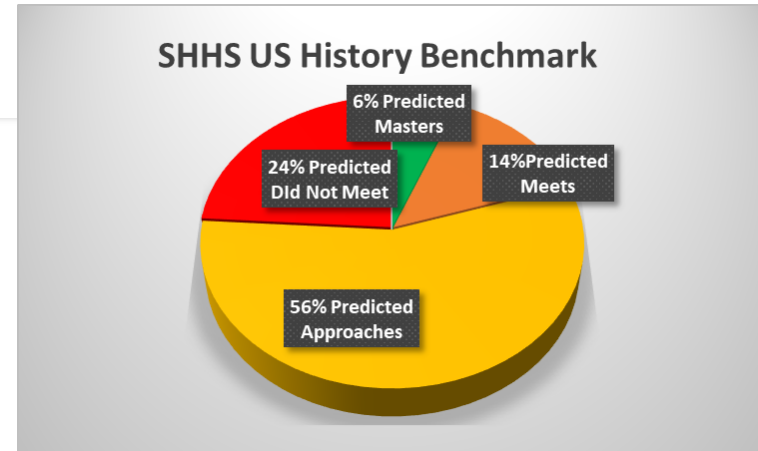
Student Learning Strengths

English I - Students receive instruction in English I using Pre-AP curriculum from College Board showing improved abilities in writing and reading analytically.
Reading - Lexia has been implemented.
Math - Delta-Math
All Contents - High Impact Tutoring four days a week after school for all students

DATA :

- MOY Algebra I and Geometry increased across all demographics from last year MOY
- Based on the BOY MAP predictions, 62% of first time testers are predicted to pass the Algebra I STAAR.
- Students at the MOY assessment were in the 22nd percentile for Achievement & 55th percentile for growth in Algebra
- At the MOY assessment, students were in the 37th percentile for achievement & the 55th percentile for growth in Biology
- Based on the January Interim Assessment, 58% of first time testers are predicted to pass the English I STAAR; This is an increase of 14 percentage points from the Fall Interim Assessment.
- Based on the January Interim Assessment, 66% of first time testers are predicted to pass the English II STAAR; This is up 13 percentage points from the fall Interim Assessment
- Based on the October US History Benchmark, 85% of first time testers are predicted to pass; This is up 30 percentage points from the 2022 October benchmark.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower)   **Root Cause:** Loss of instructional time due to attendance rates of migratory population.

Problem Statement 2 (Prioritized): Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause:** Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Problem Statement 3 (Prioritized): Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause:** Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

School Processes & Programs

School Processes & Programs Summary

South Hills High School Google site created by administrators in 2020 during the pandemic to meet the learning needs of students continues to be used to house important information and resources for students, families, and staff.

South Hills High School has Instructional Coach positions to support teacher pedagogical growth.

Contracted with Region XI to provide additional Professional Development for English I and II in analysis of the TEKS and depths for rigor.

Wrap-around student support services provided with ESSER funds, set to close at the end of sy 23-24.

School Processes & Programs Strengths

South Hills High School has many pathways to success for students, including but not limited to:

- Dual Credit is offered with in partnership with TCC
- Paid and Unpaid Internships are offered in some CTE pathways
- Addition of Drone Pathway
- Addition of Medical Terminology Pathway
- City of Fort Worth is partnering with CTE to offer outstanding seniors jobs
- Law Enforcement Program Partnership with Fort Worth Police Department
- Welding and Diesel Partnerships with CAT
- Partnership with the UT OnRamps program
- WEB (acceleration and credit recovery) classes
- Tutoring from teachers and National Honor Society
- Saturday school and after-school credit recovery
- Petitions for credit recovery
- Success Center
- Go Center for College and Career Readiness
- Access to highly qualified teachers and counselors
- Access to higher education testing such as ACT/SAT/TSI
- Various Fine Arts opportunities
- Athletic Programs
- After School Clubs and Programs
- Programs of Choice in Digital Graphics and Gaming, Culinary Arts, and Teaching and Learning
- On-Site College and Career Fairs
- New teacher support
- Freshman Orientation (Scorpiontation) each year for incoming students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower) **Root Cause:** Lack and/or inconsistent use of adequate scaffolds for students to engage in rigorous coursework. Lack of Professional Development to provide support for special populations.

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Perceptions

Perceptions Summary

South Hills High School places priority on creating a family and community-friendly learning environment. We have two Parent Engagement Specialists that led family and community engagement initiatives in both English and Spanish. We know communication is key in including families in their student's learning. In addition to school events posted on the campus marquee and call-outs through the Blackboard system, South Hills High School uses Facebook, Twitter, Instagram, and posts messages to the FOCUS portal. Many teachers and counselors use the Remind 101 app to keep in communication with students and parents. Lack of annual student registration and updating of information can make it a challenge to contact families.

South Hills High School leads the South Hills pyramid. Our goals are to create a positive relationship with the community and feeder schools. The feeder schools and community are invited to many on-campus events (carnival, Fine Arts Fair, Senior Walks, etc.) with more showcase events in the future.

South Hills has also partnered with Redemption Hill Church to provide support to the campus as a community partner.

Perceptions Strengths

Parents and community stakeholders view our school positively. Most parents feel their kids are safe and are learning here at South Hills High School. They feel welcomed and comfortable coming to the school as well as communicating with teachers and staff. SHHS has a very active and successful booster clubs for many of our sports teams and other programs such as band.

South ills High School is very well-liked by substitute teachers. They state that it is their favorite school for which to work and that the students are well-behaved and the culture of the cmapus is positive.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower)   **Root Cause:** Lack and/or inconsistent use of adequate scaffolds for students to engage in rigorous coursework. Lack of Professional Development to provide support for special populations.

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Problem Statement 3 (Prioritized): Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause:** Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Priority Problem Statements

Problem Statement 1: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022
Root Cause 1: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.
Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022
Root Cause 2: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022
Root Cause 3: Continued recovery from pandemic and loss of learning to include time management skills and routines/behaviors.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022
Root Cause 4: Continued recovery from pandemic and loss of learning to include time management skills and routines/behaviors.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower)
Root Cause 5: Lack and/or inconsistent use of adequate scaffolds for students to engage in rigorous coursework. Lack of Professional Development to provide support for special populations.
Problem Statement 5 Areas: Demographics

Problem Statement 6: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower)
Root Cause 6: Loss of instructional time due to attendance rates of migratory population.
Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

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

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 students who meet the grade level benchmark in reading on PSAT from 30% to 40% by May 2025.
Increase the percentage of EB students from 19% to 22% by May 2025.

>**Evaluation Data Sources:** PSAT

Strategy 1: Intensive Support for Areas of Opportunity.
Hire Title 1 Reading Teacher

>**Strategy's Expected Result/Impact:** Increased classroom supports and student achievement.

>**Staff Responsible for Monitoring:** Admin

>**Title I:**
>2.5
> - **TEA Priorities:**
>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
> - **ESF Levers:**
>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Hire Title I Reading Teacher for Targeted Support.	Formative		Summative	
Intended Audience: SHHS adding Language Center for 2024-2025 sy, increasing EB population.	**Nov**	**Jan**	**Mar**	**June**
Increase the percentage of first time testers who score at Meets or above on STAAR English I from 52% to 60% by May 2025. Increase the percentage of first time testers who score at Meets or above on STAAR English II from 58% to 65% by May 2025. **Date(s) / Timeframe:** August 2024 **Funding Sources:** - TITLE I (211) - 211-11-6119-04N-003-30-510-000000-25F10 - $69,525				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower)   **Root Cause**: Lack and/or inconsistent use of adequate scaffolds for students to engage in rigorous coursework. Lack of Professional Development to provide support for special populations.

Student Learning
Problem Statement 1: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower)   **Root Cause**: Loss of instructional time due to attendance rates of migratory population.

School Processes & Programs
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continued recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

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 52% to 60% by May 2025. Increase the percentage of first time testers who score at Meets or above on STAAR English II from 58% to 65% by May 2025.

   Evaluation Data Sources: STAAR Performance Data

Strategy 1: Provide quality professional development and coaching. Culturally-responsive teachings directly aligns with the needs of our students (more than 80% speak another language at home).

   Strategy's Expected Result/Impact: Teachers will increase knowledge and implementation of evidence-based best practices to positively impact student literacy achievement with a focus on Emerging Bilinguals (EBs) & Special Education Students.

   Staff Responsible for Monitoring: Administrators

   Title I:
   2.4, 2.6
    - TEA Priorities:
   Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
    - ESF Levers:
   Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

   Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Implementation of Culturally-Responsive Teaching strategies, coaching, and continuous professional learning throughout all contents and special populations.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Instructional Coach, and Administrators **Provider / Presenter / Person Responsible:** Instructional Coach and Administrators **Date(s) / Timeframe:** August through May **Collaborating Departments:** Across all contents **Delivery Method:** PLCs and PD **Funding Sources:** - TITLE I (211) - 211-31-6411-04N-003-30-510-000000-25F10 - $11,000, - TITLE I (211) - 211-23-6411-04N-003-30-510-000000-25F10 - $15,000, - TITLE I (211) - 211-11-6399-04N-003-30-510-000000-25F10 - $45,000, - TITLE I (211) - 211-11-6112-0PD-003-30-510-000000-25F10 - $1,000, - TITLE I (211) - 211-13-6239-04N-003-30-510-000000-25F10 - $6,000, - BASIC (199 PIC 11) - 199-11-6411-XXX-003-11-243-000000- - $15,000, - BASIC (199 PIC 11) - 199-11-6239-XXX-003-11-243-000000- - $3,000, - BASIC (199 PIC 11) - 199-11-6399-XXX-003-11-243-000000- - $10,000				

Action Step 2 Details	Reviews			
Action Step 2: Use innovative methods to implement listening, speaking, reading, writing, and interactions.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers and students **Provider / Presenter / Person Responsible:** Durbin **Date(s) / Timeframe:** August through May **Collaborating Departments:** Across all contents **Delivery Method:** Across all contents **Funding Sources:** - TITLE I (211) - 211-13-6411-04N-003-30-510-000000-25F10 - $6,400, - BEA (199 PIC 25) - 199-11-6396-001-003-25-243-000000 - $4,347				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower)   **Root Cause**: Lack and/or inconsistent use of adequate scaffolds for students to engage in rigorous coursework. Lack of Professional Development to provide support for special populations.

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Problem Statement 1: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower)   **Root Cause**: Loss of instructional time due to attendance rates of migratory population.

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 15% to 20% by May 2025.

Evaluation Data Sources: ADQ Reporting

Strategy 1: Teachers will continue to address the specific academic needs of all student groups with strategically selected evidence-based programs.

Strategy's Expected Result/Impact: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 15% to 20% by May 2025.

Staff Responsible for Monitoring: Admin

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Provide opportunities for student learning off campus.	Formative		Summative	
Intended Audience: Teachers and students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Durbin				
Date(s) / Timeframe: August through May				
Funding Sources: - TITLE I (211) - 211-11-6121-04N-003-30-510-000000-25F10 - $2,000, Academic Field Trips and Extra Learning Opportunities - TITLE I (211) - 211-11-6412-04N-003-30-510-000000-25F10 - $58,000, - BASIC (199 PIC 11) - 199-11-6399-XXX-003-11-243-000000- - $5,000				

Action Step 2 Details		Reviews			
Action Step 2: Provide teachers with rigorous materials and opportunities for student learning off campus. (QTEL and other Culturally-Responsive PD, TSIA PD, TEKS PD)		**Formative**		**Summative**	
		Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers and students **Provider / Presenter / Person Responsible:** Durbin **Date(s) / Timeframe:** August through May **Funding Sources:** - TITLE I (211) - 211-11-6399-04N-003-30-510-000000-25F10 - $5,000, - BEA (199 PIC 25) - 199-11-6399-001-003-25-243-000000 - $4,000, - BASIC (199 PIC 11) - 199-11-6495-XXX-003-11-243-000000- - $3,000, - BASIC (199 PIC 11) - 199-11-6639-XXX-003-11-243-000000- - $7,000, - BASIC (199 PIC 11) - 199-11-6399-XXX-003-11-243-000000- - $5,000					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Perceptions
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continued recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

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 57% to 62% by May 2025.

    Evaluation Data Sources: STAAR Performance Data

Strategy 1: Teachers will continue to address the specific academic needs of all student groups with strategically selected evidence-based programs.

    Strategy's Expected Result/Impact: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 57% to 62% by May 2025.

    Staff Responsible for Monitoring: Administrators
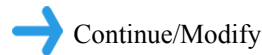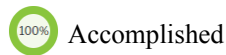
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Provide teachers with rigorous materials and opportunities for student learning off campus. (QTEL and other Culturally-Responsive PD, TSIA PD, TEKS PD)	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers and Students				
Provider / Presenter / Person Responsible: Durbin				
Date(s) / Timeframe: August through May				
Funding Sources: - TITLE I (211) - 211-13-6329-04N-003-30-510-000000-25F10 - $1,424, - TITLE I (211) - 211-11-6116-04N-003-30-510-000000-25F10 - $5,000, - BASIC (199 PIC 11) - 199-11-6329-XXX-003-11-243-000000- - $5,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower) **Root Cause**: Lack and/or inconsistent use of adequate scaffolds for students to engage in rigorous coursework. Lack of Professional Development to provide support for special populations.
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022 **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Student Learning
Problem Statement 1: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower) **Root Cause**: Loss of instructional time due to attendance rates of migratory population.
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022 **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022 **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

School Processes & Programs
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022 **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Perceptions
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022 **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

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 39% to 60% by May 2025.

    Evaluation Data Sources: ADQ Reporting

Strategy 1: Expand resources available in the GO Center

    Strategy's Expected Result/Impact: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 39% to 60% by May 2025.

    Staff Responsible for Monitoring: Admin and Go Center Staff

    Title I:
2.4, 2.6
    - TEA Priorities:
Connect high school to career and college
    - ESF Levers:
Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
Action Step 1: Purchase supplies and materials needed to implement the strategy	Formative		Summative	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal				
Date(s) / Timeframe: August through May				
Funding Sources: Purchase supplies and materials needed to implement the strategy - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-003-30-510-000000-25F10 - $7,000, Purchase supplies and materials needed to implement the strategy - TITLE I (211) - 211-11-6499-04N-003-30-510-000000-25F10 - $1,000, - BASIC (199 PIC 11) - 199-11-6412-XXX-003-11-243-000000- - $20,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Student Learning
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

School Processes & Programs
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Perceptions
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

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 15% to 40% by May 2025. A

    Evaluation Data Sources: ADQ Reporting

Strategy 1: Strategic scheduling geared towards meeting CCMR

    Strategy's Expected Result/Impact: Increase the percentage of Grade 9 students "On Track" from 15% to 40% by May 2025. A

    Staff Responsible for Monitoring: Counselors

    Title I:
2.4, 2.6
 - **TEA Priorities:**
Connect high school to career and college

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

Action Step 1 Details	Reviews			
Action Step 1: Develop CCMR plan with counselors	**Formative**		**Summative**	
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin				
Date(s) / Timeframe: August through May				
Action Step 2 Details	Reviews			
Action Step 2: TSI Labs, After School, Saturday preps for students	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Funding Sources: - BASIC (199 PIC 11) - 199-11-6116-XXX-003-11-243-000000- - $10,000, - BASIC (199 PIC 11) - 199-11-6121-XXX-003-11-243-000000- - $2,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Student Learning
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

School Processes & Programs
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Perceptions
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

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 65% to 70% by May 2025.

Evaluation Data Sources: ADQ, District Database

Strategy 1: Teachers will continue to address the specific academic needs of all student groups with strategically selected evidence-based programs.

Strategy's Expected Result/Impact: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 65% to 70% by May 2025.

Staff Responsible for Monitoring: Admin

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals

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

Action Step 1 Details	Reviews			
Action Step 1: Provide resources to implement the strategy.	**Formative**		**Summative**	
Funding Sources: - TITLE I (211) - 211-31-6396-04N-003-30-510-000000-25F10 - $2,000, - TITLE I (211) - 211-23-6411-04N-003-30-510-000000-25F10 - $8,000	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower)   **Root Cause**: Loss of instructional time due to attendance rates of migratory population.
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

School Processes & Programs
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022 **Root Cause**: Continued recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Goal 3: CCMR

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

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 10% to 15% by May 2025.

    Evaluation Data Sources: ADQ Reporting, CCMR

Strategy 1: Teachers will continue to address the specific academic needs of all student groups with strategically selected evidence-based programs.

    Strategy's Expected Result/Impact: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 10% to 15% by May 2025.

    Staff Responsible for Monitoring: Admin

    Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals

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

Action Step 1 Details	Reviews			
Action Step 1: Provide teachers with rigorous materials and opportunities for student learning.	Formative		Summative	
Intended Audience: Teachers and students	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Admin				
Date(s) / Timeframe: August to May				
Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-003-24-243-000000- - $26,197, - GT (199 PIC 21) - $5,331, - SPED (199 PIC 23) - $15,730, - CTE (199 PIC 22) - $31,423, - TITLE I (211) - 211-13-6299-04N-003-30-510-000000-25F10 - $3,000, - TITLE I (211) - 211-11-6112-0PD-003-30-510-000000-25F10 - $5,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Student Learning
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

School Processes & Programs
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Perceptions
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

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 34% to 15% by May 2025.

Evaluation Data Sources: ADQ

Strategy 1: Family Communication Specialists

Strategy's Expected Result/Impact: Parent conferences; decrease in excessive absences. Increased parent communication and involvement.

Staff Responsible for Monitoring: Admin

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, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
Action Step 1: Fund Family Communication Outreach Specialists	Formative		Summative	
Intended Audience: Families	Nov	Jan	Mar	June
Date(s) / Timeframe: August 2024				
Funding Sources: Staffing - TITLE I (211) - 211-61-6119-04L-003-30-510-000000-25F10 - $58,578, Staffing - TITLE I (211) - 211-61-6119-04L-003-30-510-000000-25F10 - $67,225				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Student Learning
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

School Processes & Programs
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Perceptions
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022   **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

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 overall number of discipline referrals by school personnel from 401 to 385 by May 2025.
Decrease out of school suspensions.

Evaluation Data Sources: ADQ Data

Strategy 1: Provide PD opportunities for teachers for classroom management and effective instructional strategies.

Strategy's Expected Result/Impact: Keep students engaged and active in learning.

Staff Responsible for Monitoring: Admin

Title I:
2.6

Problem Statements: Demographics 1

Action Step 1 Details			Reviews		
Action Step 1: Provide PD opportunities for teachers for classroom management and effective instructional strategies.			**Formative**		**Summative**
Intended Audience: Teachers and students		**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin					
Date(s) / Timeframe: August to May					
Funding Sources: - TITLE I (211) - 211-13-6399-04N-003-30-510-000000-25F10 - $1,800, - TITLE I (211) - 211-12-6329-04N-003-30-510-000000-25F10 - $1,800, - BASIC (199 PIC 11) - 199-11-6321-XXX-003-11-243-000000- - $3,000					

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Longitudinal STAAR data shows scores are consistently significantly lower for English Learners and SpEd student groups as compared with the All Students group. English I: EB (1%) SpEd (13% lower) English II: EB (8%) and SpEd (39% lower)   **Root Cause**: Lack and/or inconsistent use of adequate scaffolds for students to engage in rigorous coursework. Lack of Professional Development to provide support for special populations.

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: Host monthly student and parent engagement activities during and outside of regular school hours with a total of at least 10 by May 2025.

Evaluation Data Sources: SHHS Calendar

Strategy 1: Host monthly student and parent engagement activities during and outside of regular school hours with a total of at least 10 by May 2024.

Strategy's Expected Result/Impact: SHHS family and community events.

Staff Responsible for Monitoring: Administration

Title I:
4.1, 4.2
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - ESF Levers:
Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
Action Step 1: Purchase supplies and materials needed to implement the strategy.	**Formative**		**Summative**	
Intended Audience: Families and students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: FCS, Admin				
Date(s) / Timeframe: August to May				
Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-003-30-510-000000-25F10 - $1,950, - BASIC (199 PIC 11) - 199-11-6399-XXX-003-11-243-000000- - $2,000, - BASIC (199 PIC 11) - 199-11-6639-XXX-003-11-243-000000- - $20,000, - BASIC (199 PIC 11) - 199-11-6116-XXX-003-11-243-000000- - $5,000, - BASIC (199 PIC 11) - 199-11-6499-XXX-003-11-243-000000- - $6,720				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022 **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Student Learning
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022 **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

School Processes & Programs
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022 **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Perceptions
Problem Statement 3: Core Content Loss of Credit due to attendance continues to remain high: 4% Fall 2019 18% Fall 2020 23% Fall 2021 16% 2022 **Root Cause**: Continue recovery from pandemic and loss of learning to include time management skills and routines/behaviors.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Title I Reading/ Mathematics Teacher	211-11-6119-04N-003-30-510-000000-25F10	$69,525.00
1	2	1	1		Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-003-30-510-000000-25F10	$15,000.00
1	2	1	1		Contracted regional education service center	211-13-6239-04N-003-30-510-000000-25F10	$6,000.00
1	2	1	1		Travel for Counselor (PD)	211-31-6411-04N-003-30-510-000000-25F10	$11,000.00
1	2	1	1		Subs for professional development	211-11-6112-0PD-003-30-510-000000-25F10	$1,000.00
1	2	1	1		Supplies and materials for instructional use	211-11-6399-04N-003-30-510-000000-25F10	$45,000.00
1	2	1	2		Travel for Teachers (PD)	211-13-6411-04N-003-30-510-000000-25F10	$6,400.00
2	1	1	1		Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04N-003-30-510-000000-25F10	$2,000.00
2	1	1	1	Academic Field Trips and Extra Learning Opportunities	Transportation costs for students	211-11-6412-04N-003-30-510-000000-25F10	$58,000.00
2	1	1	2		Supplies and materials for instructional use	211-11-6399-04N-003-30-510-000000-25F10	$5,000.00
2	2	1	1		Reading materials for professional development	211-13-6329-04N-003-30-510-000000-25F10	$1,424.00
2	2	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-003-30-510-000000-25F10	$5,000.00
3	1	1	1	Purchase supplies and materials needed to implement the strategy	Snacks or incentives for students	211-11-6499-04N-003-30-510-000000-25F10	$1,000.00
3	3	1	1		Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-003-30-510-000000-25F10	$8,000.00
3	3	1	1		Technology for counselor	211-31-6396-04N-003-30-510-000000-25F10	$2,000.00
3	4	1	1		Contracted professional development	211-13-6299-04N-003-30-510-000000-25F10	$3,000.00

TITLE I (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1		Subs for professional development	211-11-6112-0PD-003-30-510-000000-25F10	$5,000.00
4	1	1	1	Staffing	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-003-30-510-000000-25F10	$58,578.00
4	1	1	1	Staffing	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-003-30-510-000000-25F10	$67,225.00
4	2	1	1		Supplies and materials for professional development	211-13-6399-04N-003-30-510-000000-25F10	$1,800.00
4	2	1	1		Reading materials for library use	211-12-6329-04N-003-30-510-000000-25F10	$1,800.00
						Sub-Total	$373,752.00
						Budgeted Fund Source Amount	$373,752.00
						+/- Difference	$0.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Purchase supplies and materials needed to implement the strategy	Snacks for parents to promote participation	211-61-6499-04L-003-30-510-000000-25F10	$7,000.00
4	3	1	1		Supplies and materials for parental involvement	211-61-6399-04L-003-30-510-000000-25F10	$1,950.00
						Sub-Total	$8,950.00
						Budgeted Fund Source Amount	$8,950.00
						+/- Difference	$0.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		INSTRUCTION	TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-003-11-243-000000-	$15,000.00
1	2	1	1		INSTRUCTION	GENERAL SUPPLIES	199-11-6399-XXX-003-11-243-000000-	$10,000.00

					BASIC (199 PIC 11)		
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		INSTRUCTION | REGIONAL ED SVC CTR SVCS	199-11-6239-XXX-003-11-243-000000-	$3,000.00
2	1	1	1		INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-003-11-243-000000-	$5,000.00
2	1	1	2		INSTRUCTION | DUES	199-11-6495-XXX-003-11-243-000000-	$3,000.00
2	1	1	2		INSTRUCTION | FURN/ EQUIP > $5000	199-11-6639-XXX-003-11-243-000000-	$7,000.00
2	1	1	2		INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-003-11-243-000000-	$5,000.00
2	2	1	1		INSTRUCTION | OTHER READING MATERIALS	199-11-6329-XXX-003-11-243-000000-	$5,000.00
3	1	1	1		INSTRUCTION | TRAVEL - STUDENT	199-11-6412-XXX-003-11-243-000000-	$20,000.00
3	2	1	2		INSTRUCTION | EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-003-11-243-000000-	$2,000.00
3	2	1	2		INSTRUCTION | EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-003-11-243-000000-	$10,000.00
4	2	1	1		INSTRUCTION | INSTRUCTIONAL MATERIALS	199-11-6321-XXX-003-11-243-000000-	$3,000.00
4	3	1	1		INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-003-11-243-000000-	$2,000.00
4	3	1	1		INSTRUCTION | EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-003-11-243-000000-	$5,000.00
4	3	1	1		INSTRUCTION | FURN/ EQUIP > $5000	199-11-6639-XXX-003-11-243-000000-	$20,000.00
4	3	1	1		INSTRUCTION | MISC OPERATING COSTS	199-11-6499-XXX-003-11-243-000000-	$6,720.00
						Sub-Total	$121,720.00
						Budgeted Fund Source Amount	$121,720.00
						+/- Difference	$0.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1		GENERAL SUPPLIES		$5,331.00
						Sub-Total	$5,331.00
						Budgeted Fund Source Amount	$5,331.00
						+/- Difference	$0.00

CTE (199 PIC 22)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1		GENERAL SUPPLIES		$31,423.00
						Sub-Total	$31,423.00
						Budgeted Fund Source Amount	$31,423.00
						+/- Difference	$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1		GENERAL SUPPLIES		$15,730.00
						Sub-Total	$15,730.00
						Budgeted Fund Source Amount	$15,730.00
						+/- Difference	$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1		Supplies and materials for instructional use	199-11-6399-001-003-24-243-000000-	$26,197.00
						Sub-Total	$26,197.00
						Budgeted Fund Source Amount	$26,197.00
						+/- Difference	$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2		Technology - instruction	199-11-6396-001-003-25-243-000000	$4,347.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	2		Supplies and materials - instruction	199-11-6399-001-003-25-243-000000	$4,000.00
						Sub-Total	$8,347.00
						Budgeted Fund Source Amount	$8,347.00
						+/- Difference	$0.00
						Grand Total Budgeted	$591,450.00
						Grand Total Spent	$591,450.00
						+/- Difference	$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