

Fort Worth Independent School District
071 Benbrook Middle-High School
2024-2025 Campus Improvement Plan



Mission Statement

To empower all students to be successful through rigorous, engaging and intentional instruction.

Vision

Learning today to lead tomorrow.

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Comprehensive Needs Assessment

Revised/Approved: January 30, 2024

Demographics

Demographics Summary

Our school has a population of about 1498 students that serves 6th - 12 grades. We are a neighborhood school that also serves students from other parts of Fort Worth. Currently our student population consists of:

Caucasion: 44%

African American:8%

Hispanic: 44%

Asian: 2%

American Indian or Alaska Native: 2%

We are served by parent volunteers in our athletic booster clubs and PTA.

Site Based Decision Making Team is comprised of teachers, administrators, community members and parents.

Demographics Strengths

Benbrook Middle-High School has an active and engaged SBDM that regularly meets to plan and reflect on our campus needs and advises the principal.

Other groups that work regularly and effectively are:

Professional Learning Communities for Math, English, Science, Social Studies and 9th grade

Middle school and high school student council continues to grow in its advisement to the principal

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our high school student council has not been active in the school community much beyond school dances. **Root Cause:** There has been little effort for the group to engage with the administrative staff

Problem Statement 2 (Prioritized): Our middle school student council has not been active in the school community much beyond school dances. **Root Cause:** There has been

little effort for the group to engage with the administrative staff to present any issues or develop possible responses.

Problem Statement 3 (Prioritized): Too many students lose credit due to chronic absenteeism **Root Cause:** Students need an chance to recover lost attendance.

Student Learning

Student Learning Summary

Student achievement appears to be taking an uptrend for the 23-24 school year. We are showing some growth for all middle school math. CCMR rate is projected to have grown considerably from the previous year. Students served by Special education struggle more than other populations. The Freshman success team has not been involved in quality lesson plan development that takes place in content PLCs.

Student Learning Strengths

6th, 7th, 8th grade math shows growth on MOY MAP.

60% of 7th Grade Reading students are predicted to achieve at the Masters level on STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Algebra 1, Algebra 2 and Geometry are not achieving as well as last year on MAP. **Root Cause:** Algebra 1 teacher attend Freshman Success PLC and not the Math PLC. Algebra 2 and Geometry teachers do not attend PLC

Problem Statement 2 (Prioritized): 8th Grade Reading is performing lower than last year **Root Cause:** Lack of quality lesson planning and execution on a consistent basis.

School Processes & Programs

School Processes & Programs Summary

For the past 2 years we implemented Carnegie for middle school math

For the past 2 years we implemented Springboard for high school math

Accurate attendance reporting became a stronger priority

We are continuing our programs of study for AP Capstone and our Teaching and Learning strand

School Processes & Programs Strengths

Attendance taking is stronger compliance with state and district mandates and guidelines

Offered 120+ hours for attendance recovery

We began using tutoring hours for attendance recovery to maximize student opportunities

PLC's focused on improving teacher practices

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all teachers received the same needed training on MAP or quality lesson planning **Root Cause:** Not all core teachers were scheduled into a PLC

Problem Statement 2 (Prioritized): We are struggling to get students CCMR rated **Root Cause:** We are waiting until senior year to focus on CCMR.

Problem Statement 3 (Prioritized): There are still some issues with proper attendance taking at ADA time. **Root Cause:** Teachers in violation are not being held strictly accountable.

Perceptions

Perceptions Summary

Staff retention rate is about 90%.

We grew the middle school student council to mirror our high school student council.

We maintain about 5 active community partnerships.

Our PTA, Athletic Booster and SBDM are a strong presence and voice on our campus.

Perceptions Strengths

Staff retention rate is about 90%.

Student enrollment is steady.

We grew the middle school student council to mirror our high school student council.

We maintain about 5 active community partnerships.

Discipline referrals and OSS closely mirror enrollment in regard to ethnicity.

Our PTA, Athletic Booster and SBDM are a strong presence and voice on our campus.

We regularly win district and regional UIL events - athletic, fine arts and academic.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have too many referrals **Root Cause:** Teachers are not comfortable or well trained in restorative practices.

Problem Statement 2 (Prioritized): Our fine arts department does not get enough visibility for their work. **Root Cause:** Fine Arts boosters and administration have not made this a priority.

Priority Problem Statements

Problem Statement 1: Algebra 1, Algebra 2 and Geometry are not achieving as well as last year on MAP.

Root Cause 1: Algebra 1 teacher attend Freshman Success PLC and not the Math PLC. Algebra 2 and Geometry teachers do not attend PLC

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 8th Grade Reading is performing lower than last year

Root Cause 2: Lack of quality lesson planning and execution on a consistent basis.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Not all teachers recieved the same needed training on MAP or quality lesson planning

Root Cause 3: Not all core teachers were scheduled into a PLC

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There are still some issues with proper attendance taking at ADA time.

Root Cause 4: Teachers in violation are not being held strictly accountable.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We have too many referrals

Root Cause 5: Teachers are not comfortable or well trained in restorative practices.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our middle school student council has not been active in the school community much beyond school dances.

Root Cause 6: There has been little effort for the group to engage with the administrative staff to present any issues or develop possible responses.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Our high school student council has not been active in the school community much beyond school dances.

Root Cause 7: There has been little effort for the group to engage with the administrative staff

Problem Statement 7 Areas: Demographics

Problem Statement 8: Our fine arts department does not get enough visibility for their work.

Root Cause 8: Fine Arts boosters and administration have not made this a priority.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: We are struggling to get students CCMR rated

Root Cause 9: We are waiting until senior year to focus on CCMR.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Too many students lose credit due to chronic absenteeism

Root Cause 10: Students need an chance to recover lost attendance.

Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Observation Survey results

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
- 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.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Equity data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: February 19, 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 6th - 8th students who meet the growth goal in reading on MAP from 43% to 55% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 56% to 65% by May 2025.

Strategy 1: We will utilize the ELAR PLC to monitor both students that are on and off track in order to identify the level of needed supports to ensure individual student success.





Strategy's Expected Result/Impact: There will be a 15% drop in discipline referrals
Increase of freshman success on the PSAT reading indicator from 54% to 60%

Staff Responsible for Monitoring: Dean of Instruction, Asst. Principal over ELAR, Instructional Coach

Title I:
2.4, 2.6

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

Action Step 1 Details	Reviews			
Action Step 1: Lower class sizes in English 1 classes Intended Audience: 8th/9th/10th grade students Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: completed by 8/10/2024 Collaborating Departments: ELA and Admin Funding Sources: An additional English Teacher - TITLE I (211) - 211-11-6119-04N-071-30-510-000000-25F10 - \$69,525	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Principal, AP, Dean of Instruction will conduct 3 deep dive walkthroughs/learning walks together each week for the purpose of improving instructional practices. These learning walks will be followed up with each teacher to grow their practice</p> <p>Intended Audience: English I and English II teachers Provider / Presenter / Person Responsible: Principal, Dean of Instruction and Assistant Principal over ELAR. Date(s) / Timeframe: Weekly Collaborating Departments: ELAR Delivery Method: Small group and classroom setting</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide classroom learning supplies/equipment as needed throughout the year.</p> <p>Intended Audience: All Students Provider / Presenter / Person Responsible: Principal/Teachers Date(s) / Timeframe: throughout the year Collaborating Departments: Math/ELA/Science/Social Studies Delivery Method: as needed</p> <p>Funding Sources: various learning supplies/equipment - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-071-99-243-000000- - \$46,005, various learning supplies/equipment - BASIC (199 PIC 11) - 199-11-6399-XXX-071-11-243-000000- - \$14,505</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Provide Tutoring support for students in core content areas.</p> <p>Intended Audience: Students in need of tier 3 interventions Provider / Presenter / Person Responsible: Various teachers Date(s) / Timeframe: after/before school hours throughout the year Collaborating Departments: all core content Delivery Method: individual and small group</p> <p>Funding Sources: Tutoring - BASIC (199 PIC 11) - 199-11-6116-XXX-071-11-243-000000- - \$13,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: 8th Grade Reading is performing lower than last year **Root Cause:** Lack of quality lesson planning and execution on a consistent basis.

School Processes & Programs

Problem Statement 1: Not all teachers recieved the same needed training on MAP or quality lesson planning **Root Cause:** Not all core teachers were scheduled into a PLC

Perceptions

Problem Statement 1: We have too many referrals **Root Cause:** Teachers are not comfortable or well trained in restorative practices.

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 59% to 65% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44% to 50% by May 2025.

Strategy 1: Improve the quality of Tier 1 instruction in English I through the focused effort on quality student engagement, student voice and classroom culture.

Strategy's Expected Result/Impact: Increased STAAR performance for all student groups

Staff Responsible for Monitoring: Dean of Instruction and Asst Principal over ELAR

Title I:

2.4, 2.5, 2.6


- TEA Priorities:


Build a foundation of reading and math


- Targeted Support Strategy - Results Driven Accountability


Problem Statements: Demographics 1, 2 - Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide an onsite substitute daily to cover classes in an effort to ensure PLC's are not cancelled due to covering classes as well as pulling teachers for professional development as needed.</p> <p>Intended Audience: teachers</p> <p>Provider / Presenter / Person Responsible: administration</p> <p>Date(s) / Timeframe: Yearlong</p> <p>Collaborating Departments: All</p> <p>Funding Sources: On Site, daily substitute - BASIC (199 PIC 11) - 199-11-6112-XXX-071-11-243-000000-</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our high school student council has not been active in the school community much beyond school dances. **Root Cause:** There has been little effort for the group to engage with the administrative staff

Problem Statement 2: Our middle school student council has not been active in the school community much beyond school dances. **Root Cause:** There has been little effort for the group to engage with the administrative staff to present any issues or develop possible responses.

Student Learning

Problem Statement 2: 8th Grade Reading is performing lower than last year **Root Cause:** Lack of quality lesson planning and execution on a consistent basis.

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 60% to 65% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 42% to 50% by May 2025.

Strategy 1: Improve the quality of tier 1 instructional practices through focused and targeted PLC professional development an rigorous administrative walkthrough cycles.

Strategy's Expected Result/Impact: Increased STAAR results on the English II exam for all students.

Staff Responsible for Monitoring: Dean of Instruction, Asst. Principal over ELAR





Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide enhanced/new reading materials in the libraries.</p> <p>Intended Audience: all students</p> <p>Provider / Presenter / Person Responsible: librarians</p> <p>Date(s) / Timeframe: by the end of October</p> <p>Funding Sources: books and other reading materials for student use - BASIC (199 PIC 11) - 199-11-6329-XXX-071-11-243-000000- - \$12,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: 8th Grade Reading is performing lower than last year Root Cause: Lack of quality lesson planning and execution on a consistent basis.</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 6th - 8th grade students who meet growth in mathematics on MAP from 32 % to 40% by May 2025.
Increase the percentage of African American students meeting grade level on the MAP from % to % by May 2025.

Evaluation Data Sources: MAP BOY/MOY/EOY

Strategy 1: Continue progress with the mathematics PLC to monitor MAP indicators and build high quality lessons to address student learning needs as the data indicates.

Strategy's Expected Result/Impact: Students meeting the growth standards on MAP will increase.

Staff Responsible for Monitoring: Dean of Instruction, Asst Principal over math, math teachers.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Send teachers that do not have the AVID training to the AVID Summer Conference Intended Audience: Teachers that have not had previous AVID training Provider / Presenter / Person Responsible: AVID Summer Institute Date(s) / Timeframe: Summer 2025 Collaborating Departments: AVID/MATH Delivery Method: Conference Funding Sources: Funds to attend Dallas Summer Conference - GT (199 PIC 21) - \$3,500	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: AVID will hold no less than 3 events to include parents and/or students to promote advanced learning and college readiness Intended Audience: Middle and high school students and their families Provider / Presenter / Person Responsible: AVID teachers, PSSS Date(s) / Timeframe: 1 by the end of 2nd grading period, 1 by the end of 4th grading period and 1 by the end of the 5th grading period Collaborating Departments: PSSS, Go Center Delivery Method: Open house style Funding Sources: Various physical materials for presentations and activities - GT (199 PIC 21) - \$1,985, Food/snacks for families - TITLE I (211) - 211-61-6499-04L-071-30-510-000000-25F10 - \$2,000.60	Formative		Summative	
	Nov	Jan	Mar	June






Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Algebra 1, Algebra 2 and Geometry are not achieving as well as last year on MAP. Root Cause: Algebra 1 teacher attend Freshman Success PLC and not the Math PLC. Algebra 2 and Geometry teachers do not attend PLC

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 49% to 55% by May 2025. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 40% by May 2025.

Evaluation Data Sources: Benchmark and EOC results

Strategy 1: Provide systemic, on-going feedback and coaching to improve quality Tier 1 instruction in Algebra 1.

Strategy's Expected Result/Impact: Increased achievement in Algebra 1 EOC scores

Staff Responsible for Monitoring: Dean of Instruction, Asst. Principal over Math

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will receive professional development on lesson design that focuses on quality student engagement. Intended Audience: All math teachers Provider / Presenter / Person Responsible: Dean of Instruction Date(s) / Timeframe: Year long Collaborating Departments: none Delivery Method: Book study with administration and shared with teachers via PLC	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide tutoring services to students Intended Audience: students in academic need Provider / Presenter / Person Responsible: teachers Date(s) / Timeframe: throughout the year Collaborating Departments: all core content Delivery Method: tutoring/small group Funding Sources: funds for tutoring - SPED (199 PIC 23) - \$3,083	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Algebra 1, Algebra 2 and Geometry are not achieving as well as last year on MAP. Root Cause: Algebra 1 teacher attend Freshman Success PLC and not the Math PLC. Algebra 2 and Geometry teachers do not attend PLC

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 95% to 100% by May 2025.
Increase the percentage of Hispanic students from 95% to 100% by May 2025.

Evaluation Data Sources: CCMR tracker and companion data

Strategy 1: We will TSI test all students grade 10 and up that have not previously met a CCMR qualifier to get as many students to qualify as possible.

Strategy's Expected Result/Impact: Increase the percentage of students meeting CCMR in grades 10 through 12

Staff Responsible for Monitoring: PSSS and 12 grade counselor

Title I:

2.4, 2.6

Problem Statements: School Processes & Programs 2

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: We are struggling to get students CCMR rated Root Cause: We are waiting until senior year to focus on CCMR.

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 __% to __% by May 2025. A

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

Evaluation Data Sources: Behavior, attendance and grade data

Strategy 1: We will monitor all 9h grade students' attendance, grades and discipline. Meeting w/ students and families as needed.

Strategy's Expected Result/Impact: Increased on-track numbers for all 9th graders

Staff Responsible for Monitoring: 9th Grade Asst. Principal and Dean of Instruction

Title I:

2.4, 2.6, 4.1, 4.2





- TEA Priorities:

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

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

Action Step 1 Details	Reviews			
Action Step 1: Review B.A.G. data for students during PLC at the end of each grading period (1 - 5) Intended Audience: Teachers Provider / Presenter / Person Responsible: Asst. Principals over the various PLCs	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Hold a family event in the evening after the 2nd grading period and 4th grading period for parents to get both generalized information about topics facing their students and some one on one time with a teacher to discuss their child's progress</p> <p>Intended Audience: families Provider / Presenter / Person Responsible: Various School Staff Date(s) / Timeframe: immediately following 2nd and 4th grading periods Collaborating Departments: all Delivery Method: conference style</p> <p>Funding Sources: snacks for families - BEA (199 PIC 25) - 199-61-6499-001-071-25-243-000000 - \$1,262, Extra duty for participating teachers and staff - FAMILY ENGAGEMENT (211) - 211-61-6116-04L-071-30-510-000000-25F10 - \$1,383, Extra Duty for participating teachers and staff - SPED (199 PIC 23) - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Hire a Family Engagement Specialist to arrange parent nights and other parent communication activities at the school</p> <p>Intended Audience: families Provider / Presenter / Person Responsible: Prinicpal Date(s) / Timeframe: 9/1/2024</p> <p>Funding Sources: Family Engagement Specialist - TITLE I (211) - 211-61-6119-04L-071-30-510-000000-25F10 - \$32,276</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Hold student camps for various outreach purposes</p> <p>Intended Audience: 6th and 9th grade students Provider / Presenter / Person Responsible: Asst. Principals Date(s) / Timeframe: As needed Delivery Method: camp</p> <p>Funding Sources: Purchase branded materials such as bags and backpacks - BASIC (199 PIC 11) - 199-11-6299-XXX-071-11-243-000000- - \$2,000, provide awards/certificates/trophies - UNDISTRIBUTED (199 PIC 99) - 199-12-6299-XXX-071-99-243-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: provide food/snacks to students after school hours for school events to promote instructional growth Intended Audience: all students in need Provider / Presenter / Person Responsible: administration Date(s) / Timeframe: completed by the end of March 2025 Funding Sources: Snacks/Refreshments - UNDISTRIBUTED (199 PIC 99) - 199-12-6499-XXX-071-99-243-000000- - \$1,500	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Algebra 1, Algebra 2 and Geometry are not achieving as well as last year on MAP. Root Cause: Algebra 1 teacher attend Freshman Success PLC and not the Math PLC. Algebra 2 and Geometry teachers do not attend PLC
Problem Statement 2: 8th Grade Reading is performing lower than last year Root Cause: Lack of quality lesson planning and execution on a consistent basis.
School Processes & Programs
Problem Statement 3: There are still some issues with proper attendance taking at ADA time. Root Cause: Teachers in violation are not being held strictly accountable.
Perceptions
Problem Statement 1: We have too many referrals Root Cause: Teachers are not comfortable or well trained in restorative practices.

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 ___% to ___% by May 2025.

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

Evaluation Data Sources: Grades

Strategy 1: Improve high quality, rigorous Tier 1 instruction in Algebra to refocus on increased student-centered practices and classroom culture.

Strategy's Expected Result/Impact: Increase Algebra 1 passing rate


Staff Responsible for Monitoring: Dean of Instruction, Asst. Principal over Math, Algebra 1 teachers


Title I:
2.6

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide professional development in lesson design that engages reluctant learners</p> <p>Intended Audience: Algebra 1 teachers</p> <p>Provider / Presenter / Person Responsible: Asst. Principal over math</p> <p>Date(s) / Timeframe: throughout the fall semester</p> <p>Delivery Method: Professional development</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide life skills classes with educational and life skill materials needed to meet the various learning needs in their classes.</p> <p>Intended Audience: students in self-contained classrooms</p> <p>Provider / Presenter / Person Responsible: Rise Teachers</p> <p>Date(s) / Timeframe: All purchases need to be completed by the end of semester 1</p> <p>Funding Sources: various support materials for life skills learning - SPED (199 PIC 23) - \$5,000, vairous materials for life skills learning - SPED (199 PIC 23) - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Not all teachers recieved the same needed training on MAP or quality lesson planning **Root Cause:** Not all core teachers were scheduled into a PLC

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 ___% to ___% by May 2025.

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

Strategy 1: Improve teacher knowledge and fluency using ACT/SAT preparation, teacher formats, curriculum alignment and rigor expected during students junior year to expose students prior to testing.

Strategy's Expected Result/Impact: increased ACT/SAT success for all students

Staff Responsible for Monitoring: All Asst. principals, lead teachers and PSSS

Title I:


2.5, 2.6


- TEA Priorities:


Connect high school to career and college


Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Have PSSS present/train teachers in all PLCs on activities they can embed in their lessons to better prepare students for success on the SAT Intended Audience: all teachers in PLCs Provider / Presenter / Person Responsible: Post Secondary Specialist Date(s) / Timeframe: September through March of 2025 Collaborating Departments: Math, Science, ELAR, Social Studies	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Encourage more students to participate in a four year track of CTE

Strategy's Expected Result/Impact: more students engage in principal level classes

Staff Responsible for Monitoring: PSSS, CTE teachers, Counselors.





Title I:

2.5, 2.6

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Supply the the CTE department with the needed materials and supplies to build visibility of the available programs.</p> <p>Intended Audience: all students Provider / Presenter / Person Responsible: CTE teachers Date(s) / Timeframe: by May of 2025 Collaborating Departments: PSSS, Go Center</p> <p>Funding Sources: Go Pros and supplemental materials - CTE (199 PIC 22) - \$1,000, Vex robotics build kits, electronics (LEDS, resistors, switches, servos, 3D printing supplies and other support ma - CTE (199 PIC 22) - \$5,000 , locking cabinets to safely store expensive CTE items - CTE (199 PIC 22) - \$3,000, Engineering class supplies - CTE (199 PIC 22) - \$3,980</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: provide student travel opportunities to grow student world perspective in CTE/CCMR/JROTC/JCC</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Various teachers Date(s) / Timeframe: Completed by March 2025 Collaborating Departments: CTE/JROTC/JCC/PSSS/Fine Arts</p> <p>Funding Sources: student travel - SCE (199 PIC 24) - 199-11-6412-001-071-24-243-000000- - \$4,854</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: We are struggling to get students CCMR rated Root Cause: We are waiting until senior year to focus on CCMR.</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 18% to 15% by May 2025.

Decrease the number and percentage of African American students from 21% to 15% by May 2025.

Evaluation Data Sources: ADQ cycle reports

Strategy 1: Develop an attendance plan to monitor student daily attendance, targeting chronically absent students and those that are moving in that direction

Strategy's Expected Result/Impact: increased attendance

Staff Responsible for Monitoring: attendance clerks, stay in school coordinator, all asst. principals, middle and high school student councils.

Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Hold Saturday school to help students both regain attendance credit and receive any needed tutoring</p> <p>Intended Audience: Students struggling with lack of credit due to attendance</p> <p>Provider / Presenter / Person Responsible: Stay in School Coordinator, Asst. Principals, Teachers</p> <p>Date(s) / Timeframe: First, fourth and sixth grading periods</p> <p>Funding Sources: teachers to cover this attendance recovery and tutoring - SCE (199 PIC 24) - 199-11-6116-001-071-24-243-000000- - \$6,500, support staff to cover this attendance recovery and tutoring - TITLE I (211) - 211-11-6121-04N-071-30-510-000000-25F10 - \$3,728</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Strategy 2: Hold Saturday school to help students both regain attendance credit and receive any needed tutoring

Strategy's Expected Result/Impact: reducing the % of students losing credit due to chronic absentism. Increase student learning.

Staff Responsible for Monitoring: Stay in School Coordinator, Asst. Principals, Teachers

Title I:
2.4, 2.5, 2.6

Problem Statements: Demographics 3

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our high school student council has not been active in the school community much beyond school dances. Root Cause: There has been little effort for the group to engage with the administrative staff</p> <p>Problem Statement 2: Our middle school student council has not been active in the school community much beyond school dances. Root Cause: There has been little effort for the group to engage with the administrative staff to present any issues or develop possible responses.</p> <p>Problem Statement 3: Too many students lose credit due to chronic absenteeism Root Cause: Students need an chance to recover lost attendance.</p>

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

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

Performance Objective 2: Decrease the number of out of school suspensions for white students from 19 students to 10.

Evaluation Data Sources: Cycle reports

Strategy 1: Create an intervention plan with teacher for students that begin accumulating infractions.

Strategy's Expected Result/Impact: fewer OSS

Staff Responsible for Monitoring: Intervention specialist and all asst. principals

Title I:

2.4, 2.5

Problem Statements: Perceptions 1

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: We have too many referrals Root Cause: Teachers are not comfortable or well trained in restorative practices.

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 number of student and parent engagement activities during and outside of regular school hours.

Evaluation Data Sources: Activity Sign In sheets

Strategy 1: Hold progress/status meetings for parents/students after 2nd and 4th grading periods

Strategy's Expected Result/Impact: Parents will be more aware of their child(ren)'s progress at school.

Staff Responsible for Monitoring: Family Engagement Specialist, PSSS, Dean of Instruction, Asst. Principals

Title I:





2.6, 4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 1, 2 - Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Plan and invite parents to these events Intended Audience: families Provider / Presenter / Person Responsible: Parent Engagement Specialist Date(s) / Timeframe: After 2nd and 4th grading period Collaborating Departments: PSSS, Counselors, Parent Engagement, Asst. Principals Delivery Method: In person Funding Sources: Snacks for Family Nights - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-071-30-510-000000-25F10 - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase branded materials to promote and beautify the school for our students and the entire school community.</p> <p>Intended Audience: entire school community Provider / Presenter / Person Responsible: administration Date(s) / Timeframe: completed by March 2025 Collaborating Departments: all Delivery Method: as needed</p> <p>Funding Sources: Promotional displays and items - BASIC (199 PIC 11) - 199-11-6299-XXX-071-11-243-000000- - \$6,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Maintain efficient communication with parents and families</p> <p>Intended Audience: school community Provider / Presenter / Person Responsible: administration Date(s) / Timeframe: completed by end of March 2025</p> <p>Funding Sources: Replace/add phones and printers as needed - BASIC (199 PIC 11) - 199-11-6396-XXX-071-11-243-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Our high school student council has not been active in the school community much beyond school dances. Root Cause: There has been little effort for the group to engage with the administrative staff</p>
<p>Problem Statement 2: Our middle school student council has not been active in the school community much beyond school dances. Root Cause: There has been little effort for the group to engage with the administrative staff to present any issues or develop possible responses.</p>
Perceptions
<p>Problem Statement 1: We have too many referrals Root Cause: Teachers are not comfortable or well trained in restorative practices.</p>
<p>Problem Statement 2: Our fine arts department does not get enough visibility for their work. Root Cause: Fine Arts boosters and administration have not made this a priority.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	An additional English Teacher	Title I Reading/ Mathematics Teacher	211-11-6119-04N-071-30-510-000000-25F10	\$69,525.00
2	1	1	2	Food/snacks for families	Snacks for parents to promote participation	211-61-6499-04L-071-30-510-000000-25F10	\$2,000.60
3	2	1	3	Family Engagement Specialist	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-071-30-510-000000-25F10	\$32,276.00
4	1	1	1	support staff to cover this attendance recovery and tutoring	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04N-071-30-510-000000-25F10	\$3,728.00
Sub-Total							\$107,529.60
Budgeted Fund Source Amount							\$107,529.60
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	Extra duty for participating teachers and staff	Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-071-30-510-000000-25F10	\$1,383.00
4	3	1	1	Snacks for Family Nights	Snacks for parents to promote participation	211-61-6499-04L-071-30-510-000000-25F10	\$3,000.00
Sub-Total							\$4,383.00
Budgeted Fund Source Amount							\$4,383.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3	various learning supplies/equipment	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-071-11-243-000000-	\$14,505.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	4	Tutoring	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-071-11-243-000000-	\$13,000.00
1	2	1	1	On Site, daily substitute	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-071-11-243-000000-	\$0.00
1	3	1	1	books and other reading materials for student use	INSTRUCTION OTHER READING MATERIALS	199-11-6329-XXX-071-11-243-000000-	\$12,000.00
3	2	1	4	Purchase branded materials such as bags and backpacks	INSTRUCTION MISC CONTRACTED SERVICES	199-11-6299-XXX-071-11-243-000000-	\$2,000.00
4	3	1	2	Promotional displays and items	INSTRUCTION MISC CONTRACTED SERVICES	199-11-6299-XXX-071-11-243-000000-	\$6,000.00
4	3	1	3	Replace/add phones and printers as needed	INSTRUCTION TECHNOLOGY < \$5000	199-11-6396-XXX-071-11-243-000000-	\$1,000.00
Sub-Total							\$48,505.00
Budgeted Fund Source Amount							\$48,505.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Funds to attend Dallas Summer Conference	TRAVEL - EMPLOYEE ONLY		\$3,500.00
2	1	1	2	Various physical materials for presentations and activities	GENERAL SUPPLIES		\$1,985.00
Sub-Total							\$5,485.00
Budgeted Fund Source Amount							\$5,485.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	2	1	locking cabinets to safely store expensive CTE items	FURN&EQUIP< 5,000		\$3,000.00
3	4	2	1	Vex robotics build kits, electronics (LEDS, resistors, switches, servos, 3D printing supplies and other support ma	GENERAL SUPPLIES		\$5,000.00
3	4	2	1	Engineering class supplies	GENERAL SUPPLIES		\$3,980.00
3	4	2	1	Go Pros and supplemental materials	TECHNOLOGY < 5,000		\$1,000.00
Sub-Total							\$12,980.00

CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$12,980.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	2	funds for tutoring	EXTRA DUTY - PROFESSIONAL		\$3,083.00
3	2	1	2	Extra Duty for participating teachers and staff	EXTRA DUTY - PROFESSIONAL		\$1,500.00
3	3	1	2	vairous materials for life skills learning	INSTRUCTIONAL MATERIALS		\$5,000.00
3	3	1	2	various support materials for life skills learning	GENERAL SUPPLIES		\$5,000.00
Sub-Total							\$14,583.00
Budgeted Fund Source Amount							\$14,583.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	2	2	student travel	Transportation costs for students	199-11-6412-001-071-24-243-000000-	\$4,854.00
4	1	1	1	teachers to cover this attendance recovery and tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-071-24-243-000000-	\$6,500.00
Sub-Total							\$11,354.00
Budgeted Fund Source Amount							\$11,354.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	snacks for families	Snacks - parent/community to promote participation	199-61-6499-001-071-25-243-000000	\$1,262.00
Sub-Total							\$1,262.00
Budgeted Fund Source Amount							\$1,262.00

BEA (199 PIC 25)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
UNDISTRIBUTED (199 PIC 99)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	1	1	3	various learning supplies/equipment	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-071-99-243-000000-	\$46,005.00	
3	2	1	4	provide awards/certificates/trophies	INSTRCTNL RES/MED SVCS MISC CONTRACTED SERVICES	199-12-6299-XXX-071-99-243-000000-	\$1,000.00	
3	2	1	5	Snacks/Refreshments	INSTRCTNL RES/MED SVCS MISC OPERATING COSTS	199-12-6499-XXX-071-99-243-000000-	\$1,500.00	
Sub-Total							\$48,505.00	
Budgeted Fund Source Amount							\$48,505.00	
+/- Difference							\$0.00	
Grand Total Budgeted							\$254,586.60	
Grand Total Spent							\$254,586.60	
+/- 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