

Dallas Independent School District
036 School Of Health Professions At Townview
2024-2025 Campus Improvement Plan



Mission Statement

The School of Health Professions educates students in a variety of high-demand health care fields, empowering them to make informed college and career choices.

Vision

The School of Health Professions prepares the students we teach today to become caring healthcare providers of tomorrow.

Core Beliefs

Each School of Health Profession student has **PRIDE**

P - Perseverance

R - Responsibility

I - Integrity

D - Diversity

E - Empathy

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The School of Health Professions is a 9-12 Title I Health Sciences Career and Technical Education (CTE) magnet high school in Dallas Independent School District. It has been open since 1977 and housed at the Yvonne A. Ewell Townview Magnet Center in Oak Cliff with five other magnet high schools since 1995. The campus' urban location puts it in the middle of a high poverty area and focuses on five program areas: dental assisting, medical assisting, medical laboratory, patient care technician and exercise science. Students apply for admission from each of the regions within Dallas ISD during their 8th or 9th grade years and are transported via school bus to the campus. The School of Health Professions maintains an average student enrollment of 500 students. As of April 2024, 79% of which were Hispanic, 15% African American, 3% White, and 3% were all other ethnicities combined. Additionally, 80% of the students were classified as economically disadvantaged, 53% talented & gifted (TAG) and 1% special education. The campus' gender breakdown consists of 79% females and 21% males. This year's average daily student attendance for all four grade levels was 98%. 17 student transfers were submitted by families during the 2023 - 2024 academic year to return to their home high school. 14 were submitted in August. The campus' graduation rate is 99% with all of the seniors graduating on the Recommended/Distinguished graduation plan. In terms of disciplinary data, 16 referrals were written the entire school year; 10 Level I, 4 Level II, 2 Level III and 0 Level IV offenses.

The faculty/staff structure at the School of Health Professions is very unique. The Yvonne A. Ewell Townview Magnet Center houses six separate schools and shares certain positions. They include the campus' nurse, nurse assistant, media center specialist, media center assistant, community liaison, several campus safety monitors/security personnel, two data controllers, two registrars, food services, custodial/maintenance personnel, and certain teachers. Six of these support staff positions reside under the School of Health Professions' ORG. Overall, the school consists of the following 40 faculty/staff: 2 administrators, 2 counselors, 27 teachers, 1 nurse, 1 media center specialist, 1 media center assistant, 1 safety monitor and 5 office staff including the campus registrar, community liaison and parent instructor. 100% of the teachers are certified in the state of Texas and 60% of the CTE teachers have Health Science certifications. The average number of absences for teachers **increased from 8.1 in 2020-2021 to 9.1 in 2021-2023**. Teacher retention is 89%; one returned to the healthcare profession and two left for personal reasons. The ethnic background of the teachers is as follows: 31% are Hispanic, 31% are African American and 38% are White. 77% of the teachers have at least six years of teaching experience and the student-to-teacher ratio is approximately 25 to 1.

Note: Data Charts are located in the Addendum Section. All data represented in the charts is as of May 2024.

Demographics Strengths

Student Population

- The campus maintains a stable enrollment that ranges between 480-500.
- The enrollment of African American students was maintained and did not decrease due to not having access to a district roster identifying those that met minimum requirements for entry.
- Only 3.4% of the campus enrollment submitted requests to return to their homeschool.
- The overall student average daily attendance is 98%.
- Graduation rate is 99%.
- The number of disciplinary referrals written the entire school year was only 16.

Teacher

- 100% of the teachers are certified in Texas and/or highly qualified under the District of Innovation status.
- 50% of the front office staff are bilingual and effectively service the campus' high Hispanic population.
- The teacher gender breakdown percentages are very similar.
- The teacher ethnic composition breakdown percentages are very similar; they're all in the 30th percentiles.
- Greater than 70% of the teachers possess 6+ years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The graduation rate is not 100%. **Root Cause:** Monitoring/Assistance with off-track students not provided early enough. Consideration should be given to working with them at each grade level instead of focusing on it during the senior year.

Problem Statement 2: The male enrollment is 21% and females 79%. **Root Cause:** This was not a focal area of recruitment this year and/or the number of males applicants meeting the entry requirements was low.

Problem Statement 3 (Prioritized): The campus demographics for African Americans students is only 13% and the district percent is approximately 20%. **Root Cause:** The campus not able to utilize the district spreadsheet to identify African Americans that met entry requirements across the district. The campus recruitment plan needs to be strengthen in this area and alternative options for recruitment reviewed.

Problem Statement 4: There were 17 parent requests for students to return to their home high school. There were 13 in the previous year. **Root Cause:** Students and parents are not 100% certain about attending the school. 14 of the 17 requests were submitted in August.

Problem Statement 5: There is a slight increase in the campus' enrollment, however each grade level does not contain the target goal of at least 125 students. **Root Cause:** Key factors include low student engagement and/or students not maintaining the academic and and/or disciplinary requirements each year.

Problem Statement 6 (Prioritized): There is difficulty filling the campus health science teacher vacancy. **Root Cause:** Certification requirements for employment are strict and teacher compensation is not as competitive as it is in the health science profession.

Student Learning

Student Learning Summary

The Campus Needs Assessment committee studied multiple measures of student academic achievement information and data, including campus-level common assessments, district-level common assessments, district Assessments of Course Performance (ACP), STAAR EOC data, community college entrance exams (TSI), Dual Credit course results, national college admittance exams (SAT), national Advanced Placement (AP) course college board exams, and national health certification exams. The committee analyzed results between student groups: All, African American, Hispanic, at-risk, and EL's. The summary data in this section includes information that rose to the top as the committee's most significant findings.

College & Career Readiness (CCR): The Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) developed the College and Career Readiness Standards (CCRS) in response to the Texas Education Code (TEC), 28.008. The CCRS are the standards that students must meet in order to succeed in college and career. The CCRS outline specific knowledge and skills that prepare students to enroll, without remediation, in entry-level community college and university courses.

The campus tracks CCMR data from 9th through 12th grade. The goal is to ensure that 100% of the students meet this target prior to graduating from high school. Graduates are considered college, career, or military ready (CCMR) if they meet any of the criteria below:

- Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics
- Dual Course Credits
- Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination
- Earn an Associate Degree
- Complete an OnRamps Dual Enrollment Course
- Earn an Industry-Based Certification (IBC)
- Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness
- Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student
- Earn a Level I or Level II Certificate
- Enlist in the Armed Forces or Texas National Guard

Data Chart #1 in the Addendum summarizes the campus' performance over the past several years.

STAAR End of Course (EOC) Exams: Data Charts #2 and #3 in the Addendum are a comparison of the STAAR End of Course (EOC) results for the last five exam administrations. The Spring 2024 results show a decrease in 4 out of 5 content areas in the "Meets" category and a decrease in 3 out of 5 content areas in the "Masters" category. Dallas ISD's Region V 2023 - 2024 goals for the "Approaches" category was 100%, 95% for the "Meets" category and 75% for the "Masters" category. The campus met the targeted "Approaches" goal in 4 out of 5 content areas, the "Meets" goal in 3 out of 5 content areas and the "Masters" goal in 0 out of 5 content areas. Overall, there was a decline in the scores. Algebra I experienced the greatest decrease from 2023 - 2024 in both the "Meets" and "Masters" categories while Biology had a significant decrease in the "Masters" category. English II had gains in both the "Meets" and "Masters" categories, however double digit gains were seen in the "Masters" category.

PSAT: The PSAT administration occurred October 24-25, 2024. Our 9th grade students' mean score was 888. The mean ERW was 440. The mean math score was 449. 22% met both ERW and math benchmarks. Our 10th grade students' mean score was 962. The mean ERW was 486. The mean math score was 476. 42% met both ERW and math benchmarks. Our 11th grade students' mean score was 989. The mean ERW was 502. The mean math score was 486. The 11th graders' mean scores were slightly lower than the

district mean score for ERW and math.

| PSAT Exams | | |
|-------------|---------|------------|
| School Year | # Exams | Mean Score |
| 2020 | 91 | 976 |
| 2021 | 331 | 978 |
| 2022 | 355 | 937 |
| 2023 | 369 | 945 |

ACT: We did not have an ACT school day this year.

SAT: Our in-school administration of the SAT occurred on March 6, 2024. We had 115 junior level students take the exam and their mean score was 1036. The mean ERW score was 523. The mean math score was 513. Thirty-nine percent of the current 11th graders met both benchmarks (ERW and MATH). ***Students with an SAT Math section score that meets or exceeds the benchmark have a 75% chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, precalculus, or calculus. Students with an SAT Reading and Writing section score that meets or exceeds the benchmark have a 75% chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social science*

| SAT Exams | | |
|-------------|---------|------------|
| School Year | # Exams | Mean Score |
| 2021 | 105 | 1093 |
| 2022 | 94 | 1073 |

| SAT Exams | | |
|-----------|-----|------|
| 2023 | 117 | 1045 |
| 2024 | 115 | 1036 |

Dual Credit: The students have a current GPA in their Dual Credit courses of 3.00. The data in the table below was collected from the Dallas ISD Post-Secondary Success Dual Credit Dashboard.

| School Year | # Students Enrolled | Average GPA |
|-------------|---------------------|-------------|
| 2020-2021 | 368 | 3.1 |
| 2021-2022 | 141 | 3.13 |
| 2022-2023 | 256 | 2.93 |
| 2023-2024 | 296 | 3.17 |

National Health Science Certification Exams

For the 2023-2024 school year, we were able to purchase the prep materials in September for students to access all year long as they prepare for their certifications. Because of affiliation agreement issues, we started internships late and many of our students did not get to attend in-person internship as the issue is still being resolved. We anticipate the agreement, once approved, to be in effect for the coming school year.

We added new certifications for CMA 1, Exercise Science and Med Lab: Clinical Medical Assistant, EKG Tech, and Certified Medical laboratory Assistant respectively.

Our 10th graders visited each pathway during cluster week and completed their cluster applications. Each cluster had the following number of students choice their cluster as their first choice:

Clinical Medical Assisting: 8

Dental Assisting : 19

Exercise Science: 17

Medical Laboratory: 34

Patient Care Technician: 48

Note: Review Data Chart #4 in the Addendum Section.

Advanced Placement (AP): Tests were given May 6 - 17, 2024. For the 2023 - 2024 school year, 1,169 exams were ordered and 1,054 were used. During the 2022 - 2023 school year, 859 exams were ordered and 759 were used. The building shares AP teachers, however the exams below fall under the School of Health Professions.

Student Learning Strengths

STAAR EOC Exams

- Across all 5 subject areas, there was less than 3 students that were absent during testing.
- Across all 5 subject areas, there were 2 students that earned a rating of "Did Not Meet".
- In Algebra I, 41% of the students earned a "Masters" rating, compared to 21% at the district level.
- In Biology, 42% of the students earned a "Masters" rating, compared to 13% at the district level.
- In English I, 52% of the students earned a "Masters" rating, compared to 11% at the district level.
- In English II, 30% of the students earned a "Masters" rating, compared to 6% at the district level.
- In US History, 57% of the students earned a "Masters" rating, compared to 31% at the district level.

PSAT

- The mean score for PSAT School Day 2024 was higher than in 2023.
- The PSAT was offered digitally for the first year. Most students and test proctors expressed their preference for the digital platform versus the paper-pencil exam.
- Dallas ISD covers the cost for 10th graders and Dallas ISD scholars and the campus pay for the remaining 9th, 10th and 11th graders. The exposure encourages the students to earn higher scores without a financial hardship

SAT

- It was offered digitally for the first year. Most students and test proctors expressed their preference for the digital platform versus the paper-pencil exam.
- ASP offered SAT test preparation beginning in the fall semester for all students interested in increasing their scores.
- Students have an opportunity to take on campus rather than travel to a testing site.
- The counseling department assists students with securing access to the 2 free fee waivers offered by College Board for most students to retest and achieve higher scores.

Dual Credit

- The Class of 2024 Patient Care Technician students completed a level-one certification via Dallas College. Students participated in the Dallas College graduation held on Saturday, May 11, 2024.
- There is at least one dual credit course offered at each grade level.
- All students are enrolled in at least 3 dual credit courses prior to graduation.
- Dual credit enrollment has increased over the past few years due to the realignment of our pathways.

- The average dual credit GPA increased from 2.93 in 2023 to 3.17 in 2024.

National Health Science Certification Exams

- Patient Care Technician pass rates increased from 67% to 91%.
- Med Lab 2 Phlebotomy pass rates increased from 57% to 88%.
- Exercise Science Certified Personal Trainer pass rates increased from 73% to 100%.
- New certifications had the following pass rates: PCT phlebotomy was 81%, Exercise Science EKG was 83%, Med Lab 2 Medical Laboratory Assistant was 75%.
- Dental Assisting RDA pass rates continue to be 100%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR EOC: "Masters" scores decreased across 4 out of the 5 core content areas. [Algebra I from 86% to 41%, Biology from 60% to 42%, English II from 17% to 30%, US History from 64% to 57%] **Root Cause:** Students need additional preparation and teachers may need additional professional development opportunities.

Problem Statement 2 (Prioritized): STAAR EOC: "Meets" scores decreased across 4 out of the 5 core content areas. [Algebra I from 100% to 79%, Biology from 98% to 95%, English I from 100% to 97%, US History from 96% to 92%] **Root Cause:** Students need additional preparation and teachers may need additional professional development opportunities.

Problem Statement 3: PSAT: The ninth graders scored lower than the ninth graders from previous years. **Root Cause:** The ninth graders were not given target scores and did not understand the severity of the exam.

Problem Statement 4: PSAT: The mean score was slightly higher than all national testers. There should be a significant gap between students in magnet programs and the national average. **Root Cause:** Inadequate preparation and lack of study sessions.

Problem Statement 5: SAT: The mean score for the 2024 SAT School Day decreased by nine points. **Root Cause:** The students did not fully utilize the SAT preparation offered by ASP.

Problem Statement 6: SAT: The mean score for math decreased since last year. **Root Cause:** Lack of preparation and unable to associate classroom instruction with test concepts.

Problem Statement 7: Dual Credit: The GPA of the freshman class slightly decreased this school year. **Root Cause:** The dual credit teacher resigned mid-year. The students did not receive face to face instruction from the online instructor.

Problem Statement 8: Dual Credit: Two students enrolled in the Patient Care Technician pathway failed Practicum 1 & 2 (HPRS 1204 & HPRS 2210). **Root Cause:** The students had attendance issues and no face to face instruction.

Problem Statement 9: The pass rate for the Certified Insurance Billing and Coding exams is significantly lower than the other certification exams. **Root Cause:** Lack of interest. The students in this pathway have not historically chosen this cluster as their 1st, 2nd, or 3rd choice.

School Processes & Programs

School Processes & Programs Summary

Parent Involvement

To ensure parent voices are heard and are not lost in the daily hustle and bustle, the campus consistently used its community liaison and parent instructor as the two points of contact to communicate upcoming sessions and workshops. Both positions are full time and funded by Title 1 funds. For the 2023-24 School Year, parents had the option of attending the PTSA/SBDM meeting either virtually or in person. The PTSA was inactive the majority of the school year, however the Site Based Decision Making (SBDM) committee met quarterly. Attendance at most meetings was low, however there were some dedicated parents that participated consistently. Minutes from the SBDM meetings were posted on the campus' website to allow those that were unable to attend to remain informed.

Email reminders about upcoming events and activities were sent by the community liaison and parent instructor. Automated messages/texts were sent via the campus' Messenger system in order to keep the lines of communication open. Monthly newsletters were emailed by the parent instructor as another resource for parents. To continue with ensuring parents had the opportunity to engage with the staff, Mid Day Madness continued as a viable source for parents to gain information and ask questions geared to the principal, cluster coordinator, counselors, community liaison and the parent instructor. Translation services were provided during each meeting.

Campus Needs Assessment (CNA) and Campus Improvement Plan (CIP)

A copy of the campus' current CIP is readily available on the campus' website and a hard copy may be printed upon request. Campus staff reviewed and evaluated the 2023-2024 CIP quarterly and documented progress on each goal and strategy in the Plan4Learning online platform.

From January to May, the campus collected data and sought input from a variety of sources to create the 2024-2025 CNA and CIP. Teacher input was sought from each department through their PLCs and from parent and community members through the PTSA, SBDM and campus advisory meetings. A draft of the upcoming year's CNA and CIP are to be submitted prior to summer break for review and approval.

Title 1 Information

Every year, the campus holds multiple meetings, on different dates and times, with parents to seek input from and to discuss their rights as parents of a student at a Title 1 school, the School Parent Compact and the Parent Involvement Policy. For the 2023-2024 school year, these meetings were conducted on July 31st at 6:00PM (in person) and on August 1st at 8:00AM (virtually). Translation services were available for each meeting. Additionally, during the month of May, parents received and were able to complete a survey evaluating the campus' 2023-2024 School Compact and Parent Involvement Policy. The survey evaluation meetings were conducted online via Zoom on May 30th and May 31st to collect additional feedback. The survey consisted of 20 questions.

Master Schedule

The campus follows a rotating A/B block schedule from 9:10AM - 4:30PM. Each "A" day consisted of periods 1, 2, 3 and 4 and the each "B" day consisted of periods 5, 6, 7 and 8. The passing periods last approximately 5-7 minutes. Each student's schedule may consist of up to 10 courses if they participate in a course that meets before or after school the instructional day. Most teachers of core subjects provide instruction six out of eight periods and have one planning period and one PLC period. Most elective teachers provide instruction seven out of eight periods, have one planning period and participate with their PLC before or after school.

Staff Quality, Recruitment and Retention

For the 2023-2024 school year, the campus had 5 out 40 (13%) individuals that were new. For the upcoming year, 3 out of 40 (8%) are anticipated to be new. When vacancies arise, an interview committee is assembled and utilized to recommend a replacement for hire. The interview committee consists of the campus principal, assistant principal, 1-2 teachers on the exiting teacher's team and the exiting teacher if possible. If the vacancy is a not a teacher, representatives from the exiting staff's department or office are used.

To assist with campus retention, the campus' social committee oversees monthly celebrations and the campus leadership provides recognition at specific times of the year.

Additionally, campus teachers are strongly encouraged to participate in both on and off-campus professional development to stay abreast of new trends in their areas. Campus based

professional development topics are created and led by campus staff when available. The campus instructional leadership team (CILT) is another way the campus strives to retain faculty and staff. It consists of the campus principal, assistant principal, lead counselor and one teacher from each department. The goal is to ensure that there is a process in place that encourages and fosters two-way communication for every department with the campus leadership.

The classroom teacher's annual evaluation consists of teacher performance, student experience and student achievement. From this information, an effectiveness level is calculated. The effectiveness levels are: No rating, Novice, Progressing, Proficient, Exemplary and Master.

New Teacher Support

The goals of the New Teacher Support Teams are to:

- Partner new and novice teachers with capable mentors to provide differentiated supports at the campus level
- Diversify instructional skills of new/novice teachers to ensure student success
- Enhance professional attitudes toward teaching and the teaching profession
- Cultivate leadership potential in veteran teachers serving as mentors
- Provide mentor teachers with research-based peer coaching training

Each year, the campus will pair a novice teacher with a mentor teacher or an experienced teacher new to the campus with a buddy teacher. The teachers will work together throughout the year to support each other. The campus team consists of the mentor or buddy teachers, new teachers, and the chairperson of the team. The team will meet quarterly or as needed, while the mentor or buddy/new teacher will set their schedule based on needs. At a minimum they will meet once per month.

Magnet Process:

Applications to magnet schools are available online beginning in November through January of each school year. Students may select up to two magnet schools. Students must have met GPA and test score eligibility in order to be qualified to apply to a magnet program. The GPA eligibility consisted of earning at least a 75% Grade point average in the core subjects (Reading/Language Arts, Math, Science and Social Studies) and 40th Percentile on Spring 2024 STAAR in Reading and Math **OR** Local 40th Percentile on any sets of MAP Reading AND Math scores from 2022-2023 school year or 2023-2024 Beginning-of-Year MAP Reading AND Math. Applicants who met the minimum GPA and test score requirements were eligible to move forward to the on-campus assessment process. For the 2024 - 2025 school year, Health Professions had 125 seats available for 9th graders and 10 seats for 10th graders. Seats were awarded based on the following formula:

- 30% of the seats are awarded districtwide by rank-ordering of applicants based on overall criteria score without consideration of feeder pattern status
- 70% of the seats are awarded within the comprehensive high school feeder patterns (adjusted proportionally for student population) by rank-ordering of applicants based on overall criteria score

Qualified applicants who were not selected due to limited space were placed on a rank-ordered waiting list. The wait list remains active until the end of Dallas ISD's first grading period. It should be noted that Dallas ISD Policy EHBJ (LOCAL) states that all qualified in-district students shall be served before any out-of-district students may gain admission into a magnet program. Proof of residence must be submitted each year.

For the 2024 - 2025 school year, the campus received approximately 600 applications and filled 100% of its seats during the first round. Applicants that selected the campus as their 2nd, 3rd, 4th or 5th choice were not considered.

Academic Intervention

Teachers, counselors, administrators, parents, and staff work together to support students who are struggling academically. Progress reports were sent home at least once during each nine-week marking period. Teachers and counselors contacted parents and students who were not passing at that time to provide options that assisted with getting the student back on track before the marking period ended. At the end of each marking period, students who failed a course were placed on probation and were required to attend mandatory tutoring. A copy the 2023-2024 Academic Intervention Plan may be found on the campus' website or in the Addendum.

Discipline

Health Professions does not use an in-house ISS to minimize student removal from classroom instruction. The campus assistant principals train teachers annually on teacher managed vs. office managed behaviors. Teachers document their interactions prior to submitting writing referrals. For most incidents, they must complete 4 - 6 interactions prior to referring out of class to an assistant principal. The consequences for all referrals are aligned with Dallas ISDs Student Code of Conduct.

CTE Pathways & Certifications

The School of Health Professions currently offers five health science pathways:

1. Clinical Medical Assisting [students can earn the following certifications: Clinical Medical Assistant & Billing & Coding Specialist]
2. Dental Assisting [students can earn the following certifications: Nitrous Oxide Monitoring & Registered Dental Assistant]
3. Medical Laboratory [students can earn the following certifications: Phlebotomy Technician & Medical Laboratory Assistant]
4. Patient Care Technician (Dual Credit pathway) [students can earn the following certifications: Patient Care Technician, Phlebotomy Technician & Health Professions Readiness Awards I & II]
5. Exercise Science [students can earn the following certification: Personal Trainer & EKG Technician]

Counseling Department

The counseling department follows a comprehensive school counseling program that includes guidance curriculum, responsive services, individual planning, and system support. Health Professions' counseling team is divided alphabetically. Each counselor's caseload contains 9th, 10th, 11th and 12th grade students. In addition to the two full time counselors, the campus also houses a full-time psychologist. Throughout the school year, both counselors provided guidance sessions to their students through the CTE cluster classes and/or advisory. Counselors provided referrals as necessary to the campus psychologist and outside agencies. Guidance sessions included, but were not limited to suicide prevention, conflict resolution, discipline management, violence prevention, bullying, harassment, dating violence and dropout prevention. Also, the counseling department was pivotal in ensuring that instructors of honors and advanced placement (AP) courses completed yearly Gifted and Talented requirements/updates so that the campus maintain its GT compliance with Dallas ISD's Advanced Academic Services Department. In August of each year, instructors submit their certificates of completion to the counseling department. The completion dates are then marked on a tracker provided by the district.

School Processes & Programs Strengths

- The campus has established processes and procedures that are refined annually. A Google Share Drive is also maintained to ensure one location exists for most documents.
- The entire campus participates in the review of the Campus Improvement Plan on a quarterly basis.
- To encourage high participation at our annual Title 1 meetings, the meetings are held prior to the beginning of the school year when the students attend summer camp.
- If there is more than one teacher in a content area, they have a common planning period to collaboratively plan during the instructional day.
- Counseling Department: Two counselors are utilized to decrease the student-counselor caseload. The second counselor was purchased through Federal Funding.
- Counseling Department: Converting the Counseling Department to be based off of an alpha roster allows the counselor and the student to form stronger relationships early and ensure their Personal Graduation Plans are accurate.

- Counseling Department: Weekly meetings with other 5 campus counselors and campus administration was a helpful support to the department.
- Instructional Leadership Team: Each department has a representative that provides input at each meeting.
- New Teacher Support: Each new person to the campus has either a mentor (if they are novice teachers) or a buddy (if they are a veteran teacher) assigned to assist them for the entire year.
- New Teacher Support: Novice CTE teachers have a common planning period and PLC with their mentors.
- Academic Intervention: Individualized Academic Intervention Plans are created to assist each student that is not passing all coursework. They meet with designated personnel on a consistent basis.
- Magnet Process: All staff participate in recruitment and/or the assessment process. Students also assist as needed to provide insight from someone closer to their age ranges.
- Magnet Process: Cluster activities occur throughout the school year to ensure students have an opportunity to see what goes on in each of the pathways.
- Magnet Process: Summer bridge camps are created to assist freshman with transitioning to high school and allow students to complete their CPR certification in larger groups without impacting instructional time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Counseling Department: Preparation for digital exams was time consuming. **Root Cause:** The process was new

Problem Statement 2 (Prioritized): Counseling Department: Only one counselor is allocated for our campus. **Root Cause:** This is based on a common formula applied across the district.

Problem Statement 3: Counseling Department: Master scheduling conflicts. **Root Cause:** There were not enough available seats in some content areas for freshman students.

Problem Statement 4: Counseling Department: The rollout of SchoolLinks was very time consuming. **Root Cause:** Limited professional development and/or missing courses in the system.

Problem Statement 5: Counseling Department: There were date and time conflicts with the National Advanced Placement Exam Schedule and the campus' graduation. **Root Cause:** The campus was unable to provide input on the graduation dates.

Problem Statement 6 (Prioritized): Low parental involvement in programs/activities. **Root Cause:** Parents are possibly allowing students to learn how to advocate for themselves more before intervening. Also, there may be a thought that their attendance is not needed since the students are older.

Problem Statement 7 (Prioritized): Low parent participation rate on the School Compact and Parent Involvement Policy evaluation survey. **Root Cause:** The document was sent to the parents during the month of May via email. This may not be a good time and method.

Problem Statement 8 (Prioritized): Consistent attendance and participation by all teachers at each PLC is lower than expected. **Root Cause:** Lack of consistent monitoring and accountability by the administrative team.

Problem Statement 9 (Prioritized): Staff Quality, Recruitment and Retention: Teacher turnover is approximately 3 - 5 teachers. **Root Cause:** Experienced teachers pursued other opportunities and new teachers have some difficulty adjusting to the education setting.

Problem Statement 10: Academic Intervention: Senior students have the highest course failure rate each marking period. **Root Cause:** Seniors do not appreciate the importance of passing all classes, especially the ones they deem as "not necessary for graduation".

Problem Statement 11: Magnet Process: Magnet applications continue to increase, however we're not always the 1st choice for some of our higher scoring applicants. **Root Cause:** Parents and students are not always aware of the benefits of academic and career preparation courses. Recruiting processes and messages need to be more focused.

Problem Statement 12: In the spring of the 10th grade year, students select their cluster pathway for their 11th/12th grade years. Some students do not get into their 1st or 2nd choice

clusters. **Root Cause:** Student academic and attendance requirements make them ineligible for a cluster. Also, the CMA cluster does not have much interest and becomes the pathway with available seating.

Perceptions

Perceptions Summary

Panorama Student Perception Surveys

The student perception survey is a research-based survey developed by Panorama Education in partnership with the Harvard Graduate School of Education that Dallas ISD administered to students in grades 3-12 in the Fall and the Spring semesters. The survey allows students to provide feedback about their own social emotional skills and experiences and their classroom experiences with specific teachers. The data collected provides information about teacher practices and how it can be improved. Surveys are available in English, Spanish, Burmese and other languages.

Students were allotted 45 minutes to complete the Well-Being Survey during October 2023 and the two student-teacher surveys in March 2024 during the campus Advisory period. For both surveys, the goal is for at least 85% of the students to participate. On the student-teacher survey, the teachers are selected based on a random sampling model. Each survey takes approximately 15-20 minutes and the results factor into the teachers' TEI evaluation score.

The Well-Being Survey focused on four areas:

- **Supportive Relationship**
- **Self Management**
- **Social Awareness**
- **Self Efficacy**

Overall, the campus increased in all categories. "Supportive Relationships" continues to be the highest category and "Self Efficacy" the lowest. For Self Efficacy, the 9th grade class has the lowest percent positive at 52% and Grades 10, 11 and 12 were between 60% to 63%. The 9th grade class has been one of the lowest two grades for the past 3 years. The 2 questions with the lowest percent positives were "How confident are you that you will remember what you learned in your current classes, next year?" with 45% and "How confident are you that you can do the hardest work that is assigned in your classes?" with 54%. The first question had the highest level of increase of 6 from Fall 2022 out of all the questions in this category and the second question had the highest level of decrease of 2. Participation increased from 79% in Fall 2022 to 100% in Fall 2023.

| Panorama Well-Being Survey | | | | |
|--|-------------|-------------|-------------|-------------|
| | 2023 (Fall) | 2022 (Fall) | 2021 (Fall) | 2020 (Fall) |
| Supportive Relationships | 88% | 85% | 81% | 80% |
| Self Management | 84% | 83% | 81% | 79% |
| Social Awareness | 79% | 78% | 74% | 77% |
| Self Efficacy | 60% | 59% | 52% | 41% |
| Overall Score (Percent Favorable) | 78% | 76% | 72% | 69% |

Data Chart #1 in the Addendum summarizes student demographics.

The Student-Teacher Survey focused on five areas:

- **Classroom Climate**
- **Rigorous Expectations**
- **Pedagogical Effectiveness**
- **Engagement**
- **Teacher – Student Relationships**

Overall, the campus increased in one category, remained the same in two and decreased in two. “Engagement” continues to be the lowest category. There was a gain of two from the previous year. Classroom climate remains the highest category out of the five areas, however it decreased by two from last year. The campus' "Overall Score" remained the same with 81% positive. Participation increased from 92% in Spring 2023 to 98% in Spring 2024.

| Panorama Student Perception Survey | | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|---------------|
| | 2024 (Spring) | 2023 (Spring) | 2022 (Spring) | 2021 (Spring) | 2020 (Spring) | 2019 (Spring) |
| Classroom Climate | 86% | 88% | 86% | 82% | N/A | 90% |
| Rigorous Expectations | 85% | 85% | 82% | 80% | N/A | 82% |
| Pedagogical Effectiveness | 83% | 83% | 82% | 80% | N/A | 79% |
| Engagement | 70% | 68% | 61% | 52% | N/A | 64% |
| Teacher-Student Relationships | 80% | 81% | 77% | 75% | N/A | 74% |
| Overall Score (Percent Favorable) | 81% | 81% | 78% | 74% | N/A | 78% |

Data Chart #2 in the Addendum summarizes student demographics.

Campus Climate Surveys

Twice a year during the fall and spring semesters, Dallas ISD administers an anonymous campus climate survey to all campus-based professional and support staff. They receive an email inviting them to complete the survey which contains a unique link that can be used only once. As a result, employees are asked not to share or forward the link or use a link sent to another staff member. The survey can be taken on campus, at home, or at any other location with Internet access.

These surveys collect feedback from school-based employees that is used to help the district improve services and align systems to student outcomes. Principals use the data to address staff concerns and improve school climate and the results help Executive Directors evaluate and improve campus progress. To ensure confidentiality, the survey is administered by an independent education research firm. No employee ID number or other identifying information is requested.

Due to the Coronavirus pandemic, the survey was not administered during Spring 2020 or Fall 2020. The charts below contain data from the past six years. Overall, the Spring 2024 survey results were slightly higher than the Fall 2023 results. There were increases in four out of six categories when comparing the Fall 2023 results to the Spring 2024 results. For the 2024-2025 school year, "Positive Culture and Environment" will continue to be a focal area. To address the two "trust" categories, the campus will continue incorporating team building style activities throughout the school year to allow the existing and new faculty/staff members the opportunity to form closer bonds with each other.

| Fall Campus Climate Survey | | | | | | |
|--|-------------------|--------------|--------------|------------|--------------|--------------|
| Categories | Percent Positives | | | | | |
| | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 |
| Beliefs and Priorities | 89.6% | 92.4% | 91.5% | N/A | 92.8% | 77.8% |
| Positive Culture and Environment | 82.3% | 87.8% | 77% | N/A | 86.8% | 67.2% |
| Culture of Feedback and Support | 91.2% | 86.1% | 80.7% | N/A | 88% | 60.4% |
| College-Going Culture | 99.1% | 97.6% | 100% | N/A | 99.2% | 91.7% |
| Teacher-Teacher Trust | 94.1% | 85.4% | 84.2% | N/A | 94.4% | 71.9% |
| Teacher-Principal Trust | 89.9% | 79.8% | 71.4% | N/A | 80.2% | 49.1% |
| Overall Score (Percent Favorable) | 91% | 88.2% | 84.1% | N/A | 90.2% | 69.7% |

| Spring Campus Climate Survey | | | | | | |
|----------------------------------|-------------------|-------|-------|-------|------|-------|
| Categories | Percent Positives | | | | | |
| | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 |
| Beliefs and Priorities | 92.6% | 96.7% | 89.5% | 80.6% | N/A | 92.7% |
| Positive Culture and Environment | 85.9% | 88.2% | 83.2% | 75.2% | N/A | 81.2% |
| Culture of Feedback and Support | 94.4% | 93.3% | 92.9% | 63.7% | N/A | 82.0% |
| College-Going Culture | 99.2% | 98.1% | 100% | 85.1% | N/A | 95.7% |
| Teacher-Teacher Trust | 88.9% | 88.3% | 96.4% | 77.9% | N/A | 80.2% |

| Spring Campus Climate Survey | | | | | | |
|--|--------------|--------------|--------------|------------|------------|--------------|
| Teacher-Principal Trust | 88.1% | 90.5% | 83.7% | 55.5% | N/A | 74.4% |
| Overall Score (Percent Favorable) | 91.5% | 92.5% | 92.6% | 73% | N/A | 84.4% |

Perceptions Strengths

Panorama Well-Being Survey

- The "Supportive Relationships" category increased by 3 from 2022 to 2023.
- The "Self Efficacy" question that had the highest percent positive increase from Fall 2022 of 6% was "How confident are you that you will remember what you learned in your current classes, next year?"
- The overall percent positive increased by 2 from 2022 to 2023.
- The participation rate increased from 79% in Fall 2022 to 100% in Fall 2023.

Panorama Student-Teacher Survey

- The overall percent positive score remained at 81% which was higher than before COVID.
- The grade level of the surveyed respondents was almost evenly distributed at 25% for each.
- The race/ethnicity of the surveyed respondents closely mirrored the campus' enrollment demographics. (African American - 15%, Hispanic - 79%, White - 3%, Other - 3%)
- The "Engagement" category increased by 2 from Spring 2023 to Spring 2024. This was a campus goal for the 2023 - 2024 school year.
- The participation rate increased from 92% in Spring 2023 to 98% in Spring 2024.

Campus Climate Survey

- There were increases in 4 out of 6 categories from Fall 2022 to Fall 2023.
- The percent positives for 3 out of 6 categories increased by 5 or more points on the Fall Campus Climate Survey from Fall 2022 to Fall 2023.
- The largest percent positives increased by 10.1 from Fall 2022 to Fall 2023 in the "Teacher-Principal Trust" category.
- There were increases in 3 out of 6 categories from Spring 2023 to Spring 2024.
- 3 out of 6 categories had percent positives greater than 90% on both the Fall 2023 and Spring 2024 surveys.
- There were increases in 4 out of 6 categories from Fall 2023 to Spring 2024.
- There was an increase in the participation rate. It went from 68% (26 out of 38) in Spring 2023 to 73% (27 out of 37) in Spring 2024.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Panorama Well-Being Survey: The question with the lowest percent positive in the "Self Efficacy" category of the Well-Being Survey is "How confident are you that you will remember what you learned in your current classes, next year?" **Root Cause:** Students may not fully understand how this applies to each classroom; Teachers may not be emphasizing how this area looks in their respective classrooms/content areas.

Problem Statement 2: Panorama Well-Being Survey: The 9th grade has been one of the lowest two grade levels in the "Self Efficacy" category of the Well-Being Survey for the past 3 years. **Root Cause:** Student - Teacher relationships are new and students are still acclimating to the high school campus culture.

Problem Statement 3 (Prioritized): Panorama Student-Teacher Survey: The "Engagement" category continues to be the lowest area on the survey with 70% positive. **Root Cause:** There may not be enough variation in the presentation of the course content to maintain student interest and/or students may be receiving too few extensions/applications that occur

outside the classroom in the workplace setting.

Problem Statement 4 (Prioritized): Campus Climate Survey (Fall & Spring): Teacher/Staff participation rate was lower than anticipated. It was 70% (26 out of 37) on the Fall survey and 73% (27 out of 37) on the Spring survey. **Root Cause:** Completing the survey is optional. Some may have forgotten to complete it before the deadline. Some may not understand how the survey results impact the campus' STATE accountability rating.

Problem Statement 5 (Prioritized): Campus Climate Survey (Fall & Spring): "Positive Culture & Environment" was the lowest area on the survey at 82% in the Fall and 85% in the Spring. **Root Cause:** The data changed in two subsections. "Recognition" went from 65% in the Fall to 77% in the Spring and "Morale" decreased from 84% in the Fall to 77% in the Spring.

Priority Problem Statements

Problem Statement 1: The graduation rate is not 100%.

Root Cause 1: Monitoring/Assistance with off-track students not provided early enough. Consideration should be given to working with them at each grade level instead of focusing on it during the senior year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus demographics for African Americans students is only 13% and the district percent is approximately 20%.

Root Cause 2: The campus not able to utilize the district spreadsheet to identify African Americans that met entry requirements across the district. The campus recruitment plan needs to be strengthened in this area and alternative options for recruitment reviewed.

Problem Statement 2 Areas: Demographics

Problem Statement 3: STAAR EOC: "Masters" scores decreased across 4 out of the 5 core content areas. [Algebra I from 86% to 41%, Biology from 60% to 42%, English II from 17% to 30%, US History from 64% to 57%]

Root Cause 3: Students need additional preparation and teachers may need additional professional development opportunities.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: STAAR EOC: "Meets" scores decreased across 4 out of the 5 core content areas. [Algebra I from 100% to 79%, Biology from 98% to 95%, English I from 100% to 97%, US History from 96% to 92%]

Root Cause 4: Students need additional preparation and teachers may need additional professional development opportunities.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is difficulty filling the campus health science teacher vacancy.

Root Cause 5: Certification requirements for employment are strict and teacher compensation is not as competitive as it is in the health science profession.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Staff Quality, Recruitment and Retention: Teacher turnover is approximately 3 - 5 teachers.

Root Cause 6: Experienced teachers pursued other opportunities and new teachers have some difficulty adjusting to the education setting.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Counseling Department: Only one counselor is allocated for our campus.

Root Cause 7: This is based on a common formula applied across the district.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Low parental involvement in programs/activities.

Root Cause 8: Parents are possibly allowing students to learn how to advocate for themselves more before intervening. Also, there may be a thought that their attendance is not needed since the students are older.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Low parent participation rate on the School Compact and Parent Involvement Policy evaluation survey.

Root Cause 9: The document was sent to the parents during the month of May via email. This may not be a good time and method.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Consistent attendance and participation by all teachers at each PLC is lower than expected.

Root Cause 10: Lack of consistent monitoring and accountability by the administrative team.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Panorama Student-Teacher Survey: The "Engagement" category continues to be the lowest area on the survey with 70% positive.

Root Cause 11: There may not be enough variation in the presentation of the course content to maintain student interest and/or students may be receiving too few extensions/applications that occur outside the classroom in the workplace setting.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Campus Climate Survey (Fall & Spring): Teacher/Staff participation rate was lower than anticipated. It was 70% (26 out of 37) on the Fall survey and 73% (27 out of 37) on the Spring survey.

Root Cause 12: Completing the survey is optional. Some may have forgotten to complete it before the deadline. Some may not understand how the survey results impact the campus' STATE accountability rating.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Campus Climate Survey (Fall & Spring): "Positive Culture & Environment" was the lowest area on the survey at 82% in the Fall and 85% in the Spring.

Root Cause 13: The data changed in two subsections. "Recognition" went from 65% in the Fall to 77% in the Spring and "Morale" decreased from 84% in the Fall to 77% in the Spring.

Problem Statement 13 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

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

- gender, etc.
- Gifted and talented data
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: STUDENT OUTCOME GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective 1: 100% of the campus' enrollment will hit the Region V targeted STAAR EOC goals by June 2025. They are Approaches - 100%, Meets - 95% and Masters - 75%. The campus' 2023 - 2024 scores are below to assist with tracking:

"Meets" Percentages

- English I - 97%
- English II - 98%
- Algebra I - 79%
- Biology - 95%
- US History - 92%





"Masters" Percentages

- English I - 52%
- English II - 30%
- Algebra I - 41%
- Biology - 42%
- US History - 57%

Evaluation Data Sources: Dallas ISD Assessments, Common Departmental Assessments

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: Create a schedule and monitor weekly departmental Professional Learning Community (PLC) meetings. Discussion topics include curriculum, instruction, assessment and/or professional development for at least 80% of the time.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge in content areas and instructional strategies/practices.</p> <p>Staff Responsible for Monitoring: LaSandra Gillard, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 3, 6 - Student Learning 1, 2 - School Processes & Programs 8 - Perceptions 3, 4, 5</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 2: Purchase supplemental materials and instructional resources in Mathematics, Science, History and English courses to service all students, especially ELL, Special Education, 504, GT and low SES students.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance on assessments (District ACPs, STAAR EOC exams, etc...) and to mitigate learning loss as a result of unfinished learning from prior years.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team (CILT) members</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 1, 2</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Provide extended learning opportunities for extended day programs conducted by state certified teachers after school and on Saturdays (IE Math Summer Camp, Summer Bridge Camps, Tutoring, Interventions etc...)</p> <p>Strategy's Expected Result/Impact: Increased student academic performance on assessments and to mitigate learning loss as a result of unfinished learning from prior years.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team (CILT) members</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2 - Perceptions 3</p> | Formative | | |
| | Oct | Feb | June |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Conduct extended day teacher training and planning sessions geared towards strengthening curriculum alignment, instructional design and professional development.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge in content areas and instructional strategies/practices.</p> <p>Staff Responsible for Monitoring: LaSandra Gillard, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 5 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 5: Encourage state certified teachers and administrators to attend Professional Development workshops to stay abreast of current instructional processes and strategies.</p> <p>Strategy's Expected Result/Impact: Increased knowledge in content areas, instructional strategies/practices and how to raise student academic performance.</p> <p>Staff Responsible for Monitoring: LaSandra Gillard, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 3</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Create and administer departmental assessments each nine-week marking period and analyze results at PLC data meetings and CILT meetings.</p> <p>Strategy's Expected Result/Impact: Increased student student academic performance.</p> <p>Staff Responsible for Monitoring: Traci Moton, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> | Formative | | |
| | Oct | Feb | June |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Maintain, improve and purchase technology programs and equipment (IE Cows, Campus Instructional Licensures, etc...)</p> <p>Strategy's Expected Result/Impact: Increased student academic performance.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team (CILT) members</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 3</p> | Formative | | |
| | Oct | Feb | 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:

Demographics

Problem Statement 1: The graduation rate is not 100%. **Root Cause:** Monitoring/Assistance with off-track students not provided early enough. Consideration should be given to working with them at each grade level instead of focusing on it during the senior year.

Problem Statement 3: The campus demographics for African Americans students is only 13% and the district percent is approximately 20%. **Root Cause:** The campus not able to utilize the district spreadsheet to identify African Americans that met entry requirements across the district. The campus recruitment plan needs to be strengthen in this area and alternative options for recruitment reviewed.

Problem Statement 6: There is difficulty filling the campus health science teacher vacancy. **Root Cause:** Certification requirements for employment are strict and teacher compensation is not as competitive as it is in the health science profession.

Student Learning

Problem Statement 1: STAAR EOC: "Masters" scores decreased across 4 out of the 5 core content areas. [Algebra I from 86% to 41%, Biology from 60% to 42%, English II from 17% to 30%, US History from 64% to 57%] **Root Cause:** Students need additional preparation and teachers may need additional professional development opportunities.

Problem Statement 2: STAAR EOC: "Meets" scores decreased across 4 out of the 5 core content areas. [Algebra I from 100% to 79%, Biology from 98% to 95%, English I from 100% to 97%, US History from 96% to 92%] **Root Cause:** Students need additional preparation and teachers may need additional professional development opportunities.

School Processes & Programs

Problem Statement 8: Consistent attendance and participation by all teachers at each PLC is lower than expected. **Root Cause:** Lack of consistent monitoring and accountability by the administrative team.

Perceptions

Problem Statement 3: Panorama Student-Teacher Survey: The "Engagement" category continues to be the lowest area on the survey with 70% positive. **Root Cause:** There may not be enough variation in the presentation of the course content to maintain student interest and/or students may be receiving too few extensions/applications that occur outside the classroom in the workplace setting.

Problem Statement 4: Campus Climate Survey (Fall & Spring): Teacher/Staff participation rate was lower than anticipated. It was 70% (26 out of 37) on the Fall survey and 73% (27 out of 37) on the Spring survey. **Root Cause:** Completing the survey is optional. Some may have forgotten to complete it before the deadline. Some may not understand how the survey results impact the campus' STATE accountability rating.

Problem Statement 5: Campus Climate Survey (Fall & Spring): "Positive Culture & Environment" was the lowest area on the survey at 82% in the Fall and 85% in the Spring. **Root Cause:** The data changed in two subsections. "Recognition" went from 65% in the Fall to 77% in the Spring and "Morale" decreased from 84% in the Fall to 77% in the Spring.

Goal 1: STUDENT OUTCOME GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective 2: Under the Local Accountability System (LAS), the Culture & Climate section will increase.

- Campus Climate Survey positives from 91.5% in Spring 2024 to 93% in Spring 2025.
- Parent involvement with campus activities and on surveys.

Evaluation Data Sources: Campus Climate Surveys and Parent Surveys





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Identify and incorporate high leverage strategies and professional development geared towards increasing the "positive culture and environment" section of the Campus Climate Survey.</p> <p>Strategy's Expected Result/Impact: Increased campus culture positives and trust amongst personnel.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team (CILT) members</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 6 - School Processes & Programs 9 - Perceptions 3, 4, 5</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Conduct monthly one-on-one check-in meetings with all state certified teachers and staff.</p> <p>Strategy's Expected Result/Impact: Increased positives on the campus climate survey and having a good pulse on the campus' climate and morale.</p> <p>Staff Responsible for Monitoring: LaSandra Gillard, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 6 - School Processes & Programs 9 - Perceptions 3, 4, 5</p> | Formative | | |
| | Oct | Feb | June |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 3: Provide differentiated professional development for state certified teachers and staff geared towards increasing the "positive culture and environment" section of the Campus Climate Survey.</p> <p>Strategy's Expected Result/Impact: Increased positives on the campus climate survey.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team (CILT) members</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 3, 4, 5</p> | Formative | | |
| | Oct | Feb | June |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Utilize the campus' "social committee" to host activities to boost morale and engage faculty/staff.</p> <p>Strategy's Expected Result/Impact: Increased positives on the campus climate survey.</p> <p>Staff Responsible for Monitoring: Maira Olivares, Social Committee Chair</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 6 - School Processes & Programs 9 - Perceptions 4, 5</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Implement nine week's recognition for faculty/staff to increase "job recognition" section of the campus climate survey.</p> <p>Strategy's Expected Result/Impact: Increased positives on the campus climate survey.</p> <p>Staff Responsible for Monitoring: Traci Moton, Assistant Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 6 - School Processes & Programs 9 - Perceptions 5</p> | Formative | | |
| | Oct | Feb | June |
| | | | |

| Strategy 6 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 6: Communicate disciplinary plan and procedures to both the campus staff and students in August/September. Reminders will be sent to faculty/staff at least once per nine weeks.</p> <p>Strategy's Expected Result/Impact: Maintenance of at least 85% positive on the discipline area questions of the campus climate survey.</p> <p>Staff Responsible for Monitoring: Traci Moton, Assistant Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 9 - Perceptions 4</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Conduct monthly "Positive Culture & Environment" anonymous surveys</p> <p>Strategy's Expected Result/Impact: Increased positives on the campus climate survey.</p> <p>Staff Responsible for Monitoring: LaSandra Gillard, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 9 - Perceptions 4</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Provide New Teacher Academy sessions and assign mentor/buddy state certified teachers to all new teachers to both the profession and/or the campus.</p> <p>Strategy's Expected Result/Impact: Increased positives on the campus climate survey.</p> <p>Staff Responsible for Monitoring: Shari Harrington, Cluster Coordinator</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 6 - School Processes & Programs 9 - Perceptions 4</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 9 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 9: Purchase full-time community liaison.</p> <p>Strategy's Expected Result/Impact: Encourage continued two-way communication with parents about meaningful campus activities.</p> <p>Staff Responsible for Monitoring: LaSandra Gillard, Principal</p> <p>Problem Statements: School Processes & Programs 6</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 10 Details | Formative Reviews | | |
| <p>Strategy 10: Purchase full-time parent instructor.</p> <p>Strategy's Expected Result/Impact: Encourage continued two-way communication with parents about meaningful campus activities.</p> <p>Staff Responsible for Monitoring: LaSandra Gillard, Principal</p> <p>Problem Statements: School Processes & Programs 6</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 11 Details | Formative Reviews | | |
| <p>Strategy 11: Purchase an additional full-time counselor.</p> <p>Strategy's Expected Result/Impact: Encourage continued two-way communication with parents about meaningful campus activities and to decrease student-counselor caseload from 500:1 to 250:1/ to increase touchpoint opportunities.</p> <p>Staff Responsible for Monitoring: LaSandra Gillard, Principal</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p> | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| <p>Strategy 12: Maintain a parent center area on the campus that provides free materials/resources.</p> <p>Strategy's Expected Result/Impact: 24/5 access by all parents to materials/resources that address areas of need/concern involving their children in both English and Spanish.</p> <p>Staff Responsible for Monitoring: Conya Kossie, Community Liaison; Yillenni Martinez, Parent Instructor</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 6</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 13 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 13: Monitor each student's nine week's failure rate and conduct one-on-one feedback conferences with those identified as at-risk.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance.</p> <p>Staff Responsible for Monitoring: Shari Harrington, Cluster Coordinator; Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 14 Details | Formative Reviews | | |
| <p>Strategy 14: Invite parents to join and/or participate with the campus' PTSA.</p> <p>Strategy's Expected Result/Impact: Involvement of parents in meaningful campus activities and to increase overall participation rate to at least 10% of the campus enrollment.</p> <p>Staff Responsible for Monitoring: Conya Kossie, Community Liaison; Yillenni Martinez, Parent Instructor</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 6</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 15 Details | Formative Reviews | | |
| <p>Strategy 15: Conduct monthly principal chat sessions to provide campus updates and answer questions parents may have.</p> <p>Strategy's Expected Result/Impact: Encourage two-way communication with parents.</p> <p>Staff Responsible for Monitoring: Conya Kossie, Community Liaison; Yillenni Martinez, Parent Instructor</p> <p>Title I: 4.2</p> <p>Problem Statements: School Processes & Programs 6</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 16 Details | Formative Reviews | | |
| <p>Strategy 16: Distribute monthly parent newsletters.</p> <p>Strategy's Expected Result/Impact: Increased parent awareness/knowledge on topics relevant to their interests.</p> <p>Staff Responsible for Monitoring: Yilleni Martinez, Parent Instructor</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 6</p> | Formative | | |
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| Strategy 17 Details | Formative Reviews | | |
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| <p>Strategy 17: Evaluate and update the School/Parent Compact in conjunction with parents during the months of August, April and May. Strategy's Expected Result/Impact: Increased parent participation and engagement in meaningful campus activities. Staff Responsible for Monitoring: Karen Aguirre, Financial Clerk</p> <p>Title I: 4.2 Problem Statements: School Processes & Programs 6, 7</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 18 Details | Formative Reviews | | |
| <p>Strategy 18: Evaluate and update the Parent Involvement Policy in conjunction with parents during the months of August, April and May. Strategy's Expected Result/Impact: Increased parent participation and engagement in meaningful campus activities. Staff Responsible for Monitoring: Karen Aguirre, Financial Clerk</p> <p>Title I: 4.1, 4.2 Problem Statements: School Processes & Programs 6, 7</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 19 Details | Formative Reviews | | |
| <p>Strategy 19: Ensure parent participation rate on the fall and spring Dallas ISD parent surveys are at least 25% (approximately 125). Strategy's Expected Result/Impact: Engagement of parents in meaningful campus activities that impact their children. Staff Responsible for Monitoring: Conya Kossie, Community Liaison; Yillenni Martinez, Parent Instructor</p> <p>Title I: 2.6 Problem Statements: School Processes & Programs 6</p> | Formative | | |
| | Oct | Feb | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 2 Problem Statements:

| Demographics |
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| <p>Problem Statement 1: The graduation rate is not 100%. Root Cause: Monitoring/Assistance with off-track students not provided early enough. Consideration should be given to working with them at each grade level instead of focusing on it during the senior year.</p> |
| <p>Problem Statement 6: There is difficulty filling the campus health science teacher vacancy. Root Cause: Certification requirements for employment are strict and teacher compensation is not as competitive as it is in the health science profession.</p> |

School Processes & Programs

Problem Statement 2: Counseling Department: Only one counselor is allocated for our campus. **Root Cause:** This is based on a common formula applied across the district.

Problem Statement 6: Low parental involvement in programs/activities. **Root Cause:** Parents are possibly allowing students to learn how to advocate for themselves more before intervening. Also, there may be a thought that their attendance is not needed since the students are older.

Problem Statement 7: Low parent participation rate on the School Compact and Parent Involvement Policy evaluation survey. **Root Cause:** The document was sent to the parents during the month of May via email. This may not be a good time and method.

Problem Statement 9: Staff Quality, Recruitment and Retention: Teacher turnover is approximately 3 - 5 teachers. **Root Cause:** Experienced teachers pursued other opportunities and new teachers have some difficulty adjusting to the education setting.

Perceptions

Problem Statement 3: Panorama Student-Teacher Survey: The "Engagement" category continues to be the lowest area on the survey with 70% positive. **Root Cause:** There may not be enough variation in the presentation of the course content to maintain student interest and/or students may be receiving too few extensions/applications that occur outside the classroom in the workplace setting.

Problem Statement 4: Campus Climate Survey (Fall & Spring): Teacher/Staff participation rate was lower than anticipated. It was 70% (26 out of 37) on the Fall survey and 73% (27 out of 37) on the Spring survey. **Root Cause:** Completing the survey is optional. Some may have forgotten to complete it before the deadline. Some may not understand how the survey results impact the campus' STATE accountability rating.

Problem Statement 5: Campus Climate Survey (Fall & Spring): "Positive Culture & Environment" was the lowest area on the survey at 82% in the Fall and 85% in the Spring. **Root Cause:** The data changed in two subsections. "Recognition" went from 65% in the Fall to 77% in the Spring and "Morale" decreased from 84% in the Fall to 77% in the Spring.

Goal 1: STUDENT OUTCOME GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.





Performance Objective 3: Under the Local Accountability System (LAS), the Student Engagement section will increase.

- Student participation in extracurricular activities from 94% in Spring 2024 to 95% in Spring 2025.
- Student Perception Survey positives from 81% in Spring 2024 to 83% in Spring 2025.

Evaluation Data Sources: Student Extracurricular Participation and Student Surveys

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Post a listing of the campus' extracurricular and co-curricular offerings in high traffic areas on campus. Strategy's Expected Result/Impact: Increase student awareness and involvement on campus. Staff Responsible for Monitoring: Marcelo Migoni, Campus Coordinator</p> <p>Title I: 2.5, 2.6 Problem Statements: Demographics 1 - Perceptions 3</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Encourage student participation in at least 2 out of 5 different extracurricular categories. Strategy's Expected Result/Impact: Broaden and enrich student on-campus experiences and to foster a sense of belonging. Staff Responsible for Monitoring: Marcelo Migoni, Campus Coordinator</p> <p>Title I: 2.5, 2.6 Problem Statements: Demographics 1 - Perceptions 3</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Create and conduct a student interest survey in August or September with a participation rate of at least 90%. Strategy's Expected Result/Impact: Ensure 100% of students are involved in at least one extracurricular and/or co-curricular activity to foster a sense of belonging. Staff Responsible for Monitoring: Marcelo Migoni, Campus Coordinator</p> <p>Title I: 2.5, 2.6 Problem Statements: Demographics 1 - Perceptions 3</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 4 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 4: Each marking period, track and review individual student participation rates and conduct one-on-one meetings with those not involved.</p> <p>Strategy's Expected Result/Impact: Ensure 100% of students are involved in at least one extracurricular and/or co-curricular activity to foster a sense of belonging.</p> <p>Staff Responsible for Monitoring: Marcelo Migoni, Campus Coordinator</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Perceptions 3</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Ensure at least the minimum number of activities are available for all 5 extracurricular categories (athletics, academics, visual & performing arts, service & leadership and avocation).</p> <p>Strategy's Expected Result/Impact: Ensure 100% of students are involved in at least one extracurricular and/or co-curricular activity to foster a sense of belonging.</p> <p>Staff Responsible for Monitoring: Marcelo Migoni, Campus Coordinator</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Perceptions 3</p> | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Ensure 100% of teachers participate in at least one extra curricular and/or co-curricular activity.</p> <p>Strategy's Expected Result/Impact: Ensure staff are actively involved in creating a campus that fosters a sense of belonging for the students.</p> <p>Staff Responsible for Monitoring: Marcelo Migoni, Campus Coordinator</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 8 - Perceptions 3</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 7 Details | Formative Reviews | | |
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| <p>Strategy 7: Identify and incorporate high leverage instructional strategies and professional development geared towards increasing the "student engagement" section of the Spring Student Survey.</p> <p>Strategy's Expected Result/Impact: Increased positives from 70% on Spring 2024 survey to 75% on Spring 2025 survey.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team (CILT) members</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Perceptions 3</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Identify and incorporate high leverage instructional strategies and professional development geared towards increasing the "teacher-student relationships" section of the Spring Student Survey.</p> <p>Strategy's Expected Result/Impact: Increased positives from 80% on Spring 2024 survey to 82% on Spring 2025 survey.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team (CILT) members</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Perceptions 3, 5</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 9 Details | Formative Reviews | | |
| <p>Strategy 9: Meet with students that have incomplete student surveys in the Fall and Spring to ensure submission prior to the deadline.</p> <p>Strategy's Expected Result/Impact: Submission of 100% of the student surveys to encourage the importance of student voice.</p> <p>Staff Responsible for Monitoring: LaSandra Gillard, Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 3</p> | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: The graduation rate is not 100%. **Root Cause:** Monitoring/Assistance with off-track students not provided early enough. Consideration should be given to working with them at each grade level instead of focusing on it during the senior year.

School Processes & Programs

Problem Statement 2: Counseling Department: Only one counselor is allocated for our campus. **Root Cause:** This is based on a common formula applied across the district.

Problem Statement 8: Consistent attendance and participation by all teachers at each PLC is lower than expected. **Root Cause:** Lack of consistent monitoring and accountability by the administrative team.

Perceptions

Problem Statement 3: Panorama Student-Teacher Survey: The "Engagement" category continues to be the lowest area on the survey with 70% positive. **Root Cause:** There may not be enough variation in the presentation of the course content to maintain student interest and/or students may be receiving too few extensions/applications that occur outside the classroom in the workplace setting.

Problem Statement 5: Campus Climate Survey (Fall & Spring): "Positive Culture & Environment" was the lowest area on the survey at 82% in the Fall and 85% in the Spring. **Root Cause:** The data changed in two subsections. "Recognition" went from 65% in the Fall to 77% in the Spring and "Morale" decreased from 84% in the Fall to 77% in the Spring.

Goal 2: STUDENT OUTCOME GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Goal 3: STUDENT OUTCOME GOAL: Student achievement on third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2025.

Goal 4: STUDENT OUTCOME GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Goal 5: STUDENT OUTCOME GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.

Performance Objective 1: The percent of graduating seniors satisfying CCMR requirements will increase from 99% to 100% by June 2025.

Evaluation Data Sources: Dallas ISD CCMR Dashboard and Dallas ISD Sales Force Tracker

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Provide on campus TSIA testing. Strategy's Expected Result/Impact: Increased number of students meeting the TSIA requirements in both ELAR and Math. Also, the student participation rate should be 100%. Staff Responsible for Monitoring: Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: School Processes & Programs 2</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Identify individuals to become certified to proctor TSIA exams on campus and administer them outside of the instructional day for supplemental pay. Strategy's Expected Result/Impact: Increased number of students meeting the TSIA requirements in both ELAR and Math. Staff Responsible for Monitoring: LaSandra Gillard, Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 - School Processes & Programs 2</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: Provide supplemental instructional resources to assist students with test preparation for TSIA, SAT, ACT, PSAT and/or AP exams.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance.</p> <p>Staff Responsible for Monitoring: Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Using the Dallas ISD CCMR Dashboard, track 11th and 12th grade students that have "Not Met" both ELAR and Math TSIA and allow them an opportunity to retest in both the Fall and Spring semesters.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance.</p> <p>Staff Responsible for Monitoring: Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Enroll 12th students that have NOT met TSIA ELAR and/or Math criteria into the College Prep courses during the Fall Semester to allow ample time for course completion before the semester ends.</p> <p>Strategy's Expected Result/Impact: Increased number of students meeting CCMR requirements during the Fall semester versus the spring semester.</p> <p>Staff Responsible for Monitoring: Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 6: Provide on campus PSAT testing for 9th, 10th, and 11th graders free of charge.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance.</p> <p>Staff Responsible for Monitoring: Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Provide instructional materials to prepare 11th and 12th grade students for national industry based certification exams.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance on national certification exams.</p> <p>Staff Responsible for Monitoring: Shari Harrington, Cluster Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 8</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Ensure state certified CTE teachers attend Professional Development that supports preparing students to be college and career ready.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge in content areas and instructional strategies/practices.</p> <p>Staff Responsible for Monitoring: Shari Harrington, Cluster Coordinator</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>Problem Statements: Demographics 6 - School Processes & Programs 8</p> | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 9: All 11th and 12th grade students will participate in at least one after school activity, internship opportunity and/or field trip pertaining to their cluster class in order to extend learning outside the classroom.</p> <p>Strategy's Expected Result/Impact: Exposure to the health science pathways outside of the classroom increases interest and student academic performance on national certification exams.</p> <p>Staff Responsible for Monitoring: Shari Harrington, Cluster Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 8 - Perceptions 3</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 10 Details | Formative Reviews | | |
| <p>Strategy 10: Schedule and provide on campus testing for all national certification exams.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance on national certification exams by minimizing transportation barriers.</p> <p>Staff Responsible for Monitoring: Shari Harrington, Cluster Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 8</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 11 Details | Formative Reviews | | |
| <p>Strategy 11: Identify and select an on campus certification window that occurs early in the school year to allow time for retesting.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance on national certification exams.</p> <p>Staff Responsible for Monitoring: Shari Harrington, Cluster Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 8</p> | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 12: Ensure students take at least one practice exam prior to taking their national certification exams. Strategy's Expected Result/Impact: Increased student academic performance on national certification exams. Staff Responsible for Monitoring: Shari Harrington, Cluster Coordinator</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 - School Processes & Programs 8 - Perceptions 3</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 13 Details | Formative Reviews | | |
| <p>Strategy 13: Identify and utilize a College Access Provider (CAP) to assist students with completing college applications, scholarship applications, college entrance exam registrations and financial aid processes. Strategy's Expected Result/Impact: Equitable one-on-one access for all students to higher education college/university components. Staff Responsible for Monitoring: LaSandra Gillard, Principal</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: School Processes & Programs 2</p> | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| <p>Strategy 14: Create and maintain a roster of 12th graders that have applied to at least one college/university or military program. Strategy's Expected Result/Impact: Familiarize 100% of the students with post secondary options. Staff Responsible for Monitoring: Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: School Processes & Programs 2</p> | Formative | | |
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| Strategy 15 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 15: Ensure 100% of students 12th grade students apply for TAFSA or FAFSA.</p> <p>Strategy's Expected Result/Impact: Familiarize and navigate 100% of the students through the post secondary educational financial aid process.</p> <p>Staff Responsible for Monitoring: Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 2</p> | Formative | | |
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| Strategy 16 Details | Formative Reviews | | |
| <p>Strategy 16: Conduct at least four higher education sessions with 12th grade students and/or their parents. (Sample topics: FAFSA/TAFSA, financial aid, scholarships, Apply Texas, Common App and individual college/university application completions.)</p> <p>Strategy's Expected Result/Impact: Equitable access for all students to the higher education process.</p> <p>Staff Responsible for Monitoring: Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2, 6</p> | Formative | | |
| | Oct | Feb | June |
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| Strategy 17 Details | Formative Reviews | | |
| <p>Strategy 17: Coordinate and facilitate at least one school wide college fair on campus.</p> <p>Strategy's Expected Result/Impact: Equitable access for all students to higher education colleges/universities by minimizing transportation barriers.</p> <p>Staff Responsible for Monitoring: Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1, 3 - School Processes & Programs 2, 6</p> | Formative | | |
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| Strategy 18 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 18: Coordinate and implement campus wide Education Go Get It Week activities at least once each semester. Strategy's Expected Result/Impact: Expose students to a variety of post secondary educational opportunities. Staff Responsible for Monitoring: Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 - School Processes & Programs 2</p> | Formative | | |
| | Oct | Feb | June |
| | | | |
| Strategy 19 Details | Formative Reviews | | |
| <p>Strategy 19: Coordinate events/activities to recognize and celebrate senior students' post secondary milestones. (IE Commitment Days, College Signing Days, Walk Across ceremonies etc...) Strategy's Expected Result/Impact: Provide opportunities to congratulate current seniors on their post secondary accomplishments and expose and encourage underclassman on their journey. Staff Responsible for Monitoring: Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 - School Processes & Programs 2, 6</p> | Formative | | |
| | Oct | Feb | June |
| | | | |
| Strategy 20 Details | Formative Reviews | | |
| <p>Strategy 20: Encourage state certified counselors and Career and Technical Education (CTE) and/or Advanced Placement (AP) teachers attend Professional Development that supports raising students academic achievement, prepares them to be college and career ready and/or to increase their professional knowledge and skills to more effectively address student needs. Strategy's Expected Result/Impact: Increased knowledge in content areas and instructional strategies/practices. Staff Responsible for Monitoring: LaSandra Gillard, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college Problem Statements: Demographics 3, 6 - School Processes & Programs 8 - Perceptions 3</p> | Formative | | |
| | Oct | Feb | June |
| | | | |

| Strategy 21 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 21: Enroll 100% of 9th and 10th grade students in at least one dual credit course.</p> <p>Strategy's Expected Result/Impact: Exposure of all students to post secondary courses early to minimize fears and encourage continued enrollment in dual credit courses.</p> <p>Staff Responsible for Monitoring: Kimberly DeWald, A-L Counselor; Sharonda Williams, M-Z Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p> | Formative | | |
| | Oct | Feb | June |
| | | | |
| Strategy 22 Details | Formative Reviews | | |
| <p>Strategy 22: Purchase supplemental materials and instructional resources in Advanced Placement (AP) Mathematics, Science, History and English courses to service all students, especially ELL, Special Education, 504, GT and low SES students.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance on College Board exams and to mitigate learning loss as a result of unfinished learning from prior years.</p> <p>Staff Responsible for Monitoring: Beatriz Navarro, Advanced Placement Science CILT</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 8</p> | Formative | | |
| | Oct | Feb | June |
| | | | |
| Strategy 23 Details | Formative Reviews | | |
| <p>Strategy 23: Provide extended learning opportunities for extended day programs conducted by state certified Advanced Placement (AP) teachers after school and on Saturdays (IE AP Camps, Tutoring, Interventions etc...)</p> <p>Strategy's Expected Result/Impact: Increased student academic performance on College Board's Advanced Placement exams and to mitigate learning loss as a result of unfinished learning from prior years.</p> <p>Staff Responsible for Monitoring: Beatriz Navarro, Advanced Placement Science CILT</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 8 - Perceptions 3</p> | Formative | | |
| | Oct | Feb | June |
| | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The graduation rate is not 100%. **Root Cause:** Monitoring/Assistance with off-track students not provided early enough. Consideration should be given to working with them at each grade level instead of focusing on it during the senior year.

Problem Statement 3: The campus demographics for African Americans students is only 13% and the district percent is approximately 20%. **Root Cause:** The campus not able to utilize the district spreadsheet to identify African Americans that met entry requirements across the district. The campus recruitment plan needs to be strengthened in this area and alternative options for recruitment reviewed.

Problem Statement 6: There is difficulty filling the campus health science teacher vacancy. **Root Cause:** Certification requirements for employment are strict and teacher compensation is not as competitive as it is in the health science profession.

School Processes & Programs

Problem Statement 2: Counseling Department: Only one counselor is allocated for our campus. **Root Cause:** This is based on a common formula applied across the district.

Problem Statement 6: Low parental involvement in programs/activities. **Root Cause:** Parents are possibly allowing students to learn how to advocate for themselves more before intervening. Also, there may be a thought that their attendance is not needed since the students are older.

Problem Statement 8: Consistent attendance and participation by all teachers at each PLC is lower than expected. **Root Cause:** Lack of consistent monitoring and accountability by the administrative team.

Perceptions

Problem Statement 3: Panorama Student-Teacher Survey: The "Engagement" category continues to be the lowest area on the survey with 70% positive. **Root Cause:** There may not be enough variation in the presentation of the course content to maintain student interest and/or students may be receiving too few extensions/applications that occur outside the classroom in the workplace setting.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|-------------------|----------------|------------|
| Conya Kossie | Community Liaison | School-Wide | 0.2 |
| Kimberly DeWald | Counselor | School-Wide | 1 |
| Yillenni Martinez | Parent Instructor | School-Wide | 1 |

Addendums

Demographics Section Data Charts.

Data Chart #1

| Ethnic Composition Breakdowns | | | | | | | | | | |
|--------------------------------------|------------|-------------|-----------|-------------|--------------------|-------------|------------|-------------|----------------|-------------|
| Ethnicity/Race | Students | | Teachers | | Front Office Staff | | Counselors | | Administrators | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Hispanic | 384 | 80.0% | 8 | 31.0% | 2 | 50% | 0 | 0% | 0 | 0% |
| African American | 73 | 13.0% | 8 | 31.0% | 1 | 25% | 1 | 50% | 2 | 100% |
| White | 16 | 3.0% | 10 | 38.0% | 0 | 0% | 1 | 50% | 0 | 0% |
| Asian/Pacific Islander | 8 | 2.0% | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| American Indian | 0 | 0.0% | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Other | 0 | 0.0% | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Multi-Race | 7 | 2.0% | 0 | 0.0% | 1 | 25% | 0 | 0% | 0 | 0% |
| Total Number | 488 | 100% | 26 | 100% | 4 | 100% | 2 | 100% | 2 | 100% |

| Campus Gender Breakdowns | | | | | | | | | | |
|---------------------------------|------------|-------------|-----------|-------------|--------------------|-------------|------------|-------------|----------------|-------------|
| Gender | Students | | Teachers | | Front Office Staff | | Counselors | | Administrators | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Female | 387 | 79% | 20 | 77% | 4 | 100% | 2 | 100% | 2 | 100% |
| Male | 101 | 21% | 6 | 23% | 0 | 0% | 0 | 0% | 0 | 0% |
| Total Number | 488 | 100% | 26 | 100% | 4 | 100% | 2 | 100% | 2 | 100% |

| Teaching Years of Experience | | |
|-------------------------------------|-----------|---------------|
| 0 Years | 0 | 0.0% |
| 1 - 5 Years | 6 | 23.0% |
| 6 - 10 Years | 6 | 23.0% |
| 11 - 20 Years | 10 | 39.0% |
| 21+ Years | 4 | 15.0% |
| Total | 26 | 100.0% |

| Student Enrollment | |
|---------------------------------|------------|
| 9th Grade | 128 |
| 10th Grade | 128 |
| 11th Grade | 115 |
| 12th Grade | 117 |
| Total Number of Students | 488 |

Student Learning Section Data Charts.

Data Chart 1

| College, Career and Military Readiness Data | | |
|--|------------------|----------------------------|
| School Year | Total # Students | 12th Grade CCMR Percentage |
| 2023 - 2024 | 117 | 99% |
| 2022 - 2023 | 99 | 98% |
| 2021 - 2022 | 141 | 98% |
| 2020 - 2019 | 129 | 97% |
| 2019 - 2018 | 123 | 90% |
| 2018 - 2019 | 141 | 87% |
| 2017 - 2018 | 134 | 74% |

Data Chart 2

| STAAR EOC 2023-2024 (Preliminary Data) | | | | | |
|---|-------------------|--------------|------------------------|-------------------|---------------------|
| Exam | # Students Tested | Did Not Meet | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
| Algebra I | 22 | 0% | 100% | 100% | 86% |
| Biology | 124 | 0% | 100% | 98% | 60% |
| English I | 116 | 0% | 100% | 100% | 48% |
| English II | 122 | 0% | 100% | 96% | 17% |
| US History | 117 | 1% | 99% | 96% | 64% |

| STAAR EOC 2022-2023 (Preliminary Data) | | | | | |
|---|-------------------|--------------|------------------------|-------------------|---------------------|
| Exam | # Students Tested | Did Not Meet | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
| Algebra I | 22 | 0% | 100% | 100% | 86% |
| Biology | 124 | 0% | 100% | 98% | 60% |
| English I | 116 | 0% | 100% | 100% | 48% |
| English II | 122 | 0% | 100% | 96% | 17% |
| US History | 117 | 1% | 99% | 96% | 64% |

| STAAR EOC 2021-2022 | | | | | |
|----------------------------|-------------------|--------------|------------------------|-------------------|---------------------|
| Exam | # Students Tested | Did Not Meet | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
| Algebra I | 28 | 4% | 96% | 82% | 54% |
| Biology | 122 | 0% | 100% | 93% | 60% |
| English I | 116 | 2% | 98% | 97% | 22% |
| English II | 121 | 0% | 100% | 97% | 20% |
| US History | 98 | 0% | 100% | 96% | 72% |

| STAAR EOC 2020-2021 | | | | | |
|----------------------------|-------------------|--------------|------------------------|-------------------|---------------------|
| Exam | # Students Tested | Did Not Meet | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
| Algebra I | 23 | 17% | 83% | 39% | 30% |
| Biology | 118 | 0% | 100% | 93% | 50% |
| English I | 113 | 2% | 98% | 92% | 26% |
| English II | 105 | 0% | 100% | 99% | 25% |
| US History | 141 | 0% | 100% | 95% | 62% |

| STAAR EOC 2019-2020 | | | | | |
|-------------------------------------|--|--|--|--|--|
| No Results Due to COVID-19 Pandemic | | | | | |

Data Chart 3

STAAR EOC Comparison Chart

| | Did Not Meet | | Approaches | | Meets | | Masters | |
|------------|--------------|------|------------|------|-------|------|---------|------|
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| Algebra I | 0% | 0% | 100% | 100% | 100% | 79% | 86% | 41% |
| Biology | 0% | 0% | 100% | 100% | 98% | 95% | 60% | 42% |
| English I | 0% | 0% | 100% | 100% | 100% | 97% | 48% | 52% |
| English II | 0% | 1% | 100% | 99% | 96% | 98% | 17% | 30% |
| US History | 1% | 1% | 99% | 99% | 96% | 92% | 64% | 57% |

| KEY | |
|-----|-------------------------------|
| | Decrease was less than 10% |
| | Decrease was greater than 10% |
| | Increase was less than 10% |
| | Increase was greater than 10% |

Data Chart 4

| Pathway | Career Certification | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | 2021-2022 | | 2022-2023 | | 2023-2024 | |
|---------|---|-----------|-----------|------------|-----------|-----------|------------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------------------|-----------|-----------------------|-----------|
| | | # Tested | % Passing | Mean Score | # Tested | % Passing | Mean Score | # Tested | % Passing | Mean Score | # Tested | % Passing | # Tested | % Passing | # tested (# enrolled) | % Passing | # tested (# enrolled) | % Passing |
| DA | Registered Dental Assistant | 17 | 100% | --- | 19 | 100% | --- | 17 | 100% | --- | 28 | 100% | 18 | 100% | 16 (16) | 100% | 18 (18) | 100% |
| | Nitrous Oxide Monitoring | n/a | n/a | n/a | 19 | 100% | --- | 17 | 100% | --- | 28 | 100% | 18 | 100% | 16 (16) | 100% | 18 (18) | 100% |
| CMA | Billing & Coding Specialist | n/a | n/a | n/a | 5 | 80% | 81.6 | 11 | 100% | 77.45 | 24 | 29.2% | 39 | 51% | 16 (16) | 38% | 14 (14) | 36% |
| | Medical Office Assistant or Medical Administrative Assistant* | 19 | 74% | 72.95 | 5 | 80% | 75.6 | 40 | 90% | 73.70 | 34 | 76.4% | 32 | 50% | 16 (16) | 50% | n/a | n/a |
| | Certified Clinical Medical Asst. | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | Oct 24 | |
| PCT | Patient Care Technician | 8 | 100% | 82.13 | 33 | 100% | 79.55 | 9 | 44% | 68.78 | 7 | 57.1% | 20 | 75% | 18 (18) | 67% | 32 (32) | 91% |
| | Phlebotomy Technician | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 32 (31) | 81% |
| Med Lab | ECG Technician | 25 | 88% | 78.44 | 41 | 95% | 82.78 | 2 | 100% | 77.50 | 3 | 100% | 40 | 53% | 31 (32) | 45% | n/a | n/a |
| | Phlebotomy Technician | 25 | 96% | 86.12 | 41 | 100% | 85 | 6 | 83% | 79.67 | 5 | 60% | 40 | 88% | 32 (32) | 57% | 34 (34) | 88% |
| | Certified Medical Laboratory Assistant | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 4** (25) | 75% |
| Ex Sci | EKG Technician | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 18 (18) | 83% |
| | Certified Personal Trainer | 16 | 25% | --- | 17 | 35% | --- | 5 | 80% | --- | 17 | | 16 | 38% | 16 (11) | 73% | 19 (19) | 100% |

*2020-2021 changed to a new certifying agency and name of certification changed

**2024 Due to the delay in vendor being set up in system, students were not able to schedule testing until late May. Students will take tests through summer 2024.

School Processes & Programs Section Data Charts.



SCHOOL OF HEALTH PROFESSIONS TOWNVIEW MAGNET CENTER



Academic Intervention Plan 2023-2024

The mission of the School of Health Professions is to prepare students to function effectively in their community and the diverse global society by offering a balanced and rigorous academic and health-oriented education. As such, we are committed to the success of ALL students. This commitment requires the student to be academically and personally responsible for learning and following established school and district policies.

Purpose

The Academic Intervention Plan's purpose is to support students who are struggling academically so that they can be successful in all of their classes.

Criteria

When a student fails one or more classes during any 9 weeks, they will be placed on Academic Probation.

Release from Probation

Students will be released from probation when they turn in all documentation for that 9 weeks and are passing all classes.

| Failure(s) for one 9 weeks | Activities to Complete |
|---|--|
| For each class failed (students are not released from probation until all requirements have been fulfilled) | Attend 1 hour of tutoring per week for the remainder of the nine weeks and submit the tutoring log to the front office at the end of each 9 weeks (Student) |
| | Check in with cluster teacher each week to share progress (Student) |
| | Schedule a Parent/Teacher Conference for each failed class (Parent Action) |
| | Schedule a conference with the counselor if failing 2 or more classes or if you are a senior (Parent Action) |
| | Secure parent signature on contract and return to front office (Parent Actions) |
| | Sign up for Parent Portal, if not completed already (Parent Action) |
| Failures for two or more 9 weeks | Activities to Complete |
| For each class failed | All of the above criteria |
| | Check in with assistant principal each week to share progress (Student) |
| | Schedule a conference with the principal (Parent Action) |

Documentation

All documentation is to be kept in the Academic Intervention Google Classroom. Students also have the opportunity to join the HSHP Mentor Group which meets once a month in room 265.

Academic Removal from Magnet Program

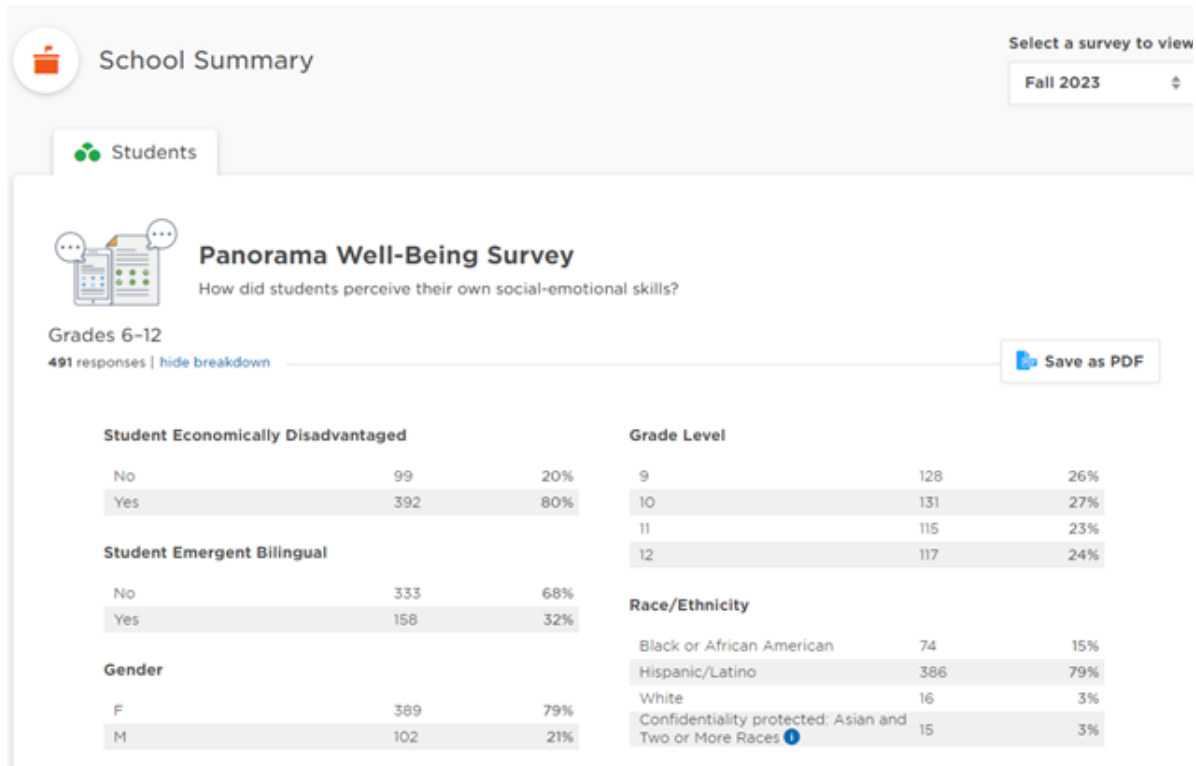
District policy states that students who fail two or more classes for the school year or do not meet promotion requirements for the academic year prior to attending summer school may be removed from the magnet program. (Curriculum Development Innovative and Magnet Programs EAG Regulation)

STEPHANIE ELIZALDE, ED.D.
SUPERINTENDENT OF SCHOOLS



Perceptions Section Data Charts.

Data Chart 1



Data Chart 2

