

Waco Independent School District
University High School
2024-2025 Goals/Performance Objectives/Strategies

Accountability Rating: C



Mission Statement

The mission of University High School is to provide an educational foundation that empowers and values all.

Vision

University High School is a community that leads with love and cares for all.

Where teachers, administrators and staff model serving others, “All Day, Every Day”

Where every individual feels safe and contributes to our culture of pride.

“Once a Trojan, always a Trojan”

Core Beliefs

University High School

Core Values

Love ~ Care ~ Serve

University High School

Motto

“Once a Trojan, Always a Trojan”

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Goals

Goal 1: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.





Performance Objective 1: Implement and communicate best practices for school safety.

Evaluation Data Sources: PEIMS Data, AEP Placement Data, Documentation of Safety Drills

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review the Campus Emergency Operations Plan with staff, emphasizing the understanding and use of the Standard Response Protocol and the Raptor System.</p> <p>Strategy's Expected Result/Impact: Staff understands drills, how to conduct drills, and how to find information in the Emergency Operations Plan and Campus Safety Plan</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure students and staff wear identification badges.</p> <p>Strategy's Expected Result/Impact: Implementation of best safety practice on campus</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teach students about the use of the STOPit app for anonymously reporting safety concerns.</p> <p>Strategy's Expected Result/Impact: Students are able to identify and report safety concerns</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create posters to communicate drill expectations for every classroom.</p> <p>Strategy's Expected Result/Impact: Clearly posted evacuation routes and safety information accessible throughout the campus</p> <p>Staff Responsible for Monitoring: Asst. Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure that expectations for bathrooms and parking lots are communicated and enforced through assemblies, newsletters, and announcements.</p> <p>Strategy's Expected Result/Impact: Students understand and adhere to expectations</p> <p>Staff Responsible for Monitoring: Asst. Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Continue utilizing a paperless system for tardies and hall monitoring. This digital system would keep track of students' exits from the classroom for various reasons and effectively communicate with parents to inform them of their child's whereabouts and their loss of instructional time. The system would provide a comprehensive overview of students' attendance records, tardiness, and the amount of instructional time they have missed due to classroom exits. By implementing this system, you can ensure better communication between parents and school staff, and help students stay on track with their learning even when they have to leave the classroom</p> <p>Strategy's Expected Result/Impact: Minimize tardies and increase instructional time</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p> <p>Funding Sources: - Title 1 - \$6,000</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Explore, identify, and implement action steps to deter vaping in school bathrooms.</p> <p>Strategy's Expected Result/Impact: Decreased use of vapes in the school setting</p> <p>Staff Responsible for Monitoring: Principal, Exec. Director of Student Services</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Ensure students know and understand the campus safety expectations.</p> <p>Strategy's Expected Result/Impact: reduced campus safety incidents, drill and emergency procedures implemented clearly and without confusion</p> <p>Staff Responsible for Monitoring: Campus administrative team, behavioral staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2, 4</p>	Formative		
	Jan	May	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Ensure all classroom and exterior doors are locked and secured at all times.</p> <p>Strategy's Expected Result/Impact: Meet expectations for regular safety checks.</p> <p>Staff Responsible for Monitoring: Campus administrative team</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 2: Teacher turnover Root Cause: District micromanagement, lack of follow up on security issues, focusing on wrong things, TEAMS frustrations, tardy issues and inconsistencies, security inconsistencies</p> <p>Problem Statement 4: The school has safety concerns regarding issues such as vaping, students roaming the hallways, and a lack of supervision in the restrooms. Additionally, emergency and safety drill instructions are needed for all students. Teachers and administrators want to implement procedures to have a positive impact on the campus. Root Cause: There tends to be disorder and unforeseen circumstance that requires the leadership team to prepare for to improve safety for all stakeholders.</p>

Goal 1: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 2: Improve behavior management through the implementation of research-based strategies.

Evaluation Data Sources: Discipline Data, Office Referrals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Display the Three B's Expectations poster (Be Safe, Be Respectful. Be Responsible) on the campus and all classrooms. Strategy's Expected Result/Impact: Improved communication between school and family to improve classroom behavior Staff Responsible for Monitoring: Administrators, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Demographics 3 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement the MTSS-B program. Strategy's Expected Result/Impact: 5% reduction in BIRs and related disciplinary actions Staff Responsible for Monitoring: Principal, Cohort Asst. Principals, Behavior Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement structure and processes for the campus Foundations Team Strategy's Expected Result/Impact: Increased attendance, positive behavior supports, and on-time graduation rates for students Staff Responsible for Monitoring: Principal, Foundations Team, Coordinator of District Behavior Intervention</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide teachers with training and support for effective classroom management and mentoring for new teachers.</p> <p>Strategy's Expected Result/Impact: Strong support for positive classroom management systems and structures, decreased teacher turnover rates</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue implementation of the PBIS rewards system for positive behavior supports and classroom management.</p> <p>Strategy's Expected Result/Impact: Increased attendance, positive behavior supports, and on-time graduation rates for students</p> <p>Staff Responsible for Monitoring: Principal, Foundations Team, Coordinator of District Behavior Intervention</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Stakeholder/School Environment: There is a lack of communication and connection between the campus and the community. There is not a designated person that addresses parent and family concerns. Certain families are very involved while others are not involved at all. At-risk students and families must be informed of the resources available and their feedback is needed to address them effectively. Root Cause: Communication is inconsistent. Consequences are not administered with equity. Parents who felt unseen/unheard/mistreated in school perpetuate the mindset that the student and the school are at odds with each other.</p>
Perceptions
<p>Problem Statement 4: The school has safety concerns regarding issues such as vaping, students roaming the hallways, and a lack of supervision in the restrooms. Additionally, emergency and safety drill instructions are needed for all students. Teachers and administrators want to implement procedures to have a positive impact on the campus. Root Cause: There tends to be disorder and unforeseen circumstance that requires the leadership team to prepare for to improve safety for all stakeholders.</p>





Goal 1: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 3: Implement systems and structures to increase student well-being.

Evaluation Data Sources: Guidance Lessons, Discipline Data, Counseling Referrals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Explore and create activities that integrate student voice while increasing the depth of student knowledge and understanding regarding diversity, inclusion, and anti-bias based on the No Place for Hate process.</p> <p>Strategy's Expected Result/Impact: Increased student ownership on the campus, improved student climate and safety</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Execute Character Strong WIN time lessons that include character development, suicide prevention, bullying prevention, course selection awareness, academic achievement, and overall mental health.</p> <p>Strategy's Expected Result/Impact: Students are developed as people, focus on mental health and well-being</p> <p>Staff Responsible for Monitoring: Lead Counselor, Counselors, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Coordinate pregnancy related services to address specific needs and success of program participants.</p> <p>Strategy's Expected Result/Impact: Documentation of services, increased on-time graduation</p> <p>Staff Responsible for Monitoring: PEP Coordinator, Cohort Teams, Counselors</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue using Communities in Schools to provide services and resources to students in need. Strategy's Expected Result/Impact: Improved attendance and achievement for students receiving CIS services Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 Funding Sources: - Title 1</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Use facility dog to aid in ongoing relationship development and assist in crisis situations. Strategy's Expected Result/Impact: Decrease in discipline referrals, increase in student engagement, increase in positive relationships Staff Responsible for Monitoring: Associate Principal, Teacher/Primary Dog Handler</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - School Processes & Programs 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Coordinate with the district's homeless services and liaisons to provide support for students classified as homeless. Strategy's Expected Result/Impact: Cohort monitoring records, verification of students earning credits, increased on-time graduation Staff Responsible for Monitoring: Administrators, Counselors, PCLs, CIS Staff</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Assess the campus threat assessment process and make necessary improvements. Strategy's Expected Result/Impact: Identify students who need additional support and maintain safety for all students Staff Responsible for Monitoring: Administrators, Counselors, Threat Assessment Specialist</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Partner with local businesses for mentoring program and other incentives.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, increase in student engagement, increase in positive relationships</p> <p>Staff Responsible for Monitoring: Associate Principal, Parent/Community Involvement Specialist</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
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Performance Objective 3 Problem Statements:





Demographics
<p>Problem Statement 3: Stakeholder/School Environment: There is a lack of communication and connection between the campus and the community. There is not a designated person that addresses parent and family concerns. Certain families are very involved while others are not involved at all. At-risk students and families must be informed of the resources available and their feedback is needed to address them effectively. Root Cause: Communication is inconsistent. Consequences are not administered with equity. Parents who felt unseen/unheard/mistreated in school perpetuate the mindset that the student and the school are at odds with each other.</p>
School Processes & Programs
<p>Problem Statement 1: School Safety in regards to bullying, drugs, violence, suicide prevention. Root Cause: Cell Phones give students an opportunity to cyber bully, make drug deals and "schedule" fights/jumps.</p>
Perceptions
<p>Problem Statement 4: The school has safety concerns regarding issues such as vaping, students roaming the hallways, and a lack of supervision in the restrooms. Additionally, emergency and safety drill instructions are needed for all students. Teachers and administrators want to implement procedures to have a positive impact on the campus. Root Cause: There tends to be disorder and unforeseen circumstance that requires the leadership team to prepare for to improve safety for all stakeholders.</p>

Goal 1: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 4: Create effective and clear internal communication processes to increase positive behavior and academic success.

Evaluation Data Sources: Branching Minds, TEAMS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide training on Branching Minds and TEAMS for all staff.</p> <p>Strategy's Expected Result/Impact: Improved communication between teachers and administrators, improved classroom behavior</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Demographics 1, 2 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use Branching Minds to document intervention strategies that have been implemented.</p> <p>Strategy's Expected Result/Impact: Improved communication between teachers and administrators, improved classroom behavior, increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Demographics 2, 3 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2, 4</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Train staff on the district grading policy and ensure that teachers effectively communicate the policy to parents and students.</p> <p>Strategy's Expected Result/Impact: Improved communication between school and family</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Develop a resource that details the expectations for communication to parents, students, staff, and the community, including the type of communication (newsletter, Instagram, FB, website, etc.).</p> <p>Strategy's Expected Result/Impact: Improved communication between school and family</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Teacher Retention: New teachers are in need of more targeted PD in the areas of classroom management and instructional strategies. Root Cause: The pandemic has limited how new teachers learned their craft. The current political environment has made it difficult to recruit teachers and incentivize them to stay. Not enough opportunities for teachers to grow in their leadership outside of learning the classroom and moving to administration.</p> <p>Problem Statement 2: Student Groups: Our at-risk student population has a variety of needs that are not being sufficiently met: from transportation to food to healthcare. Students lack basic life skills such as technological literacy. Students have little to no frame of reference for setting goals and planning for careers or college. Due to basic needs not being met, attendance and participation in school suffers. Root Cause: More than double the national average of our students live below the poverty line. Students do not have access to social/emotional learning to the extent that they need. Teachers cannot meet all these needs.</p> <p>Problem Statement 3: Stakeholder/School Environment: There is a lack of communication and connection between the campus and the community. There is not a designated person that addresses parent and family concerns. Certain families are very involved while others are not involved at all. At-risk students and families must be informed of the resources available and their feedback is needed to address them effectively. Root Cause: Communication is inconsistent. Consequences are not administered with equity. Parents who felt unseen/unheard/mistreated in school perpetuate the mindset that the student and the school are at odds with each other.</p>

Perceptions

Problem Statement 2: Teacher turnover **Root Cause:** District micromanagement, lack of follow up on security issues, focusing on wrong things, TEAMS frustrations, tardy issues and inconsistencies, security inconsistencies





Problem Statement 4: The school has safety concerns regarding issues such as vaping, students roaming the hallways, and a lack of supervision in the restrooms. Additionally, emergency and safety drill instructions are needed for all students. Teachers and administrators want to implement procedures to have a positive impact on the campus. **Root Cause:** There tends to be disorder and unforeseen circumstance that requires the leadership team to prepare for to improve safety for all stakeholders.

Goal 1: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 5: Increase parental involvement through the use of clear, effective, and timely communication.

Evaluation Data Sources: Number of parents attending events, email, website and social media posts, information in parent newsletters

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure that parents update and verify their email and phone numbers during registration. Strategy's Expected Result/Impact: Increased communication between campus staff and parents Staff Responsible for Monitoring: Principal, Teachers, Registrars</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure all parents sign up for campus-wide text communication. Strategy's Expected Result/Impact: Increased communication between staff and parents Staff Responsible for Monitoring: Principal, Teachers</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create a Parent Involvement Calendar with events for the year such as family tailgate before a home football game in October, Parent Tech Night in November, Parent Information Night in February, and six week parent events coordinated with counseling goals. Strategy's Expected Result/Impact: Increased parental involvement and participation in school meetings and informational sessions Staff Responsible for Monitoring: Principal, Parent/Community Liaison, Teachers, Counselors</p> <p>Problem Statements: Demographics 3 Funding Sources: - Title I Parent Involvement, - Title I</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide information to parents in the two major home languages of the campus using various forms of media, such as video, social media, email, etc.; i.e. monthly parent newsletter, assessment information, grading policy, campus procedures.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement and participation in school meetings</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Instructional Specialists</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase and maintain social media for parents and students to receive information.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement and participation in school meetings and informational sessions</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Instructional Specialists, Parent/Community Liaison</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Intentionally seek parent involvement for campus committees that may include CDMC, AVID, and LPAC.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement and participation in school meetings and informational sessions</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

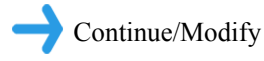
Demographics
<p>Problem Statement 3: Stakeholder/School Environment: There is a lack of communication and connection between the campus and the community. There is not a designated person that addresses parent and family concerns. Certain families are very involved while others are not involved at all. At-risk students and families must be informed of the resources available and their feedback is needed to address them effectively. Root Cause: Communication is inconsistent. Consequences are not administered with equity. Parents who felt unseen/unheard/mistreated in school perpetuate the mindset that the student and the school are at odds with each other.</p>

Goal 1: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 6: Identify and implement strategies to increase student attendance and high school graduation.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue using the cohort tracking system to monitor student attendance, behavior, academic achievement and overall progress. Strategy's Expected Result/Impact: Increased attendance and decrease the dropout rate. Staff Responsible for Monitoring: Principal, Cohort Assistant Principals, Cohort Counselors, Principal, At-Risk Specialist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 4</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct cohort/grade-level team meetings once a six weeks to review the progress of students most at risk of dropping out of school utilizing the campus tracking system to revise plan utilizing all campus and district supports available. Strategy's Expected Result/Impact: Increased attendance and decrease the dropout rate Staff Responsible for Monitoring: Administrators, Counselors, Instructional Specialists</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 4</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create RTI spreadsheets for teachers to track any student who is failing, has behavior issues, needs social/emotional help, or has missed more than 3 days per six weeks that are shared with cohort teams and reviewed at every cohort/grade-level team meeting. Strategy's Expected Result/Impact: Increased attendance, decreased dropout rate, increase on-time graduation Staff Responsible for Monitoring: Principal, Associate Principal</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide incentives for attendance and A/B Honor Roll, including but not limited to celebratory lunches. Strategy's Expected Result/Impact: Improved attendance, reduction in tardies, improved classroom performance for students Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 2, 3</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Use campus PCLs to monitor student attendance and take needed action/support to for deter student absenteeism. Strategy's Expected Result/Impact: Improve overall campus attendance Staff Responsible for Monitoring: PLCs, Principal, Assistant Principals, Instructional Specialists of Special Programs</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Coordinate with the Director for Student Attendance and Outreach Services to collaborate on ideas to improve student attendance. Strategy's Expected Result/Impact: Align the campus with district practices and initiatives to improve the overall attendance of the campus Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist of Special Programs</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1</p>	Formative		
	Jan	May	May



Performance Objective 6 Problem Statements:

Demographics

Problem Statement 2: Student Groups: Our at-risk student population has a variety of needs that are not being sufficiently met: from transportation to food to healthcare. Students lack basic life skills such as technological literacy. Students have little to no frame of reference for setting goals and planning for careers or college. Due to basic needs not being met, attendance and participation in school suffers. **Root Cause:** More than double the national average of our students live below the poverty line. Students do not have access to social/emotional learning to the extent that they need. Teachers cannot meet all these needs.

Student Learning

Problem Statement 2: Not enough students are reaching the Meets and Mastery levels on STAAR tests in English, Algebra I, and Biology. **Root Cause:** Students do not have enough opportunities to use higher level thinking/problem-solving skills such as project-based learning and Socratic seminars.

Problem Statement 3: Students' literacy rates are well below the state's scores. **Root Cause:** Literacy rates are well below their grade level.

School Processes & Programs

Problem Statement 4: The school needs to be able to track the overall progress of each student to ensure that each individual is monitored for progress alongside the effectiveness of the school's progress for moving each Cohort. **Root Cause:** High at-risk and high mobility make it a challenge to monitor a student's pathway to graduation actively.

Perceptions

Problem Statement 1: Attendance **Root Cause:** Security issues, parking lot patrol, 80% attendance rule, classes not tied to endorsement, residual COVID learning, lack of education on attendance, grades, credit, earning potential of diploma holders, pathways, designations, etc.





Goal 2: Increase student achievement and active academic engagement for all student populations by implementing rigorous tier-one instruction.

Performance Objective 1: Implement academic support and effective instructional practices and resources to address the needs of Emergent Bilinguals and students served in Special Education.

Evaluation Data Sources: Lesson Plans, Walkthroughs, Observations, District TCAs, Benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Cluster Emergent Bilinguals (EBs) in core classes based on the needs of the student so that aides can effectively reach and assist students in classrooms.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for EBs in core content courses, data reflected in district TCAs, DBAs, EOC scores, and TELPAS scores</p> <p>Staff Responsible for Monitoring: Counselors, Associate Principal, Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 3</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Observe and monitor special populations classrooms weekly to look for effective implementation of expectations.</p> <p>Strategy's Expected Result/Impact: Lesson plans, walkthrough data, increased academic performance for special education and EL students in core content courses, data reflected in district TCAs, DBAs, EOC scores</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 3</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure monthly meetings for inclusion teachers and aides to reassess and plan for effective implementation of teaching models.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for special education students in core content courses, data reflected in district TCAs, DBAs, EOC scores</p> <p>Staff Responsible for Monitoring: Associate Principal, SPED Department Chair, Instructional Specialists</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Post a graphic of ARD common phrases and technical vocabulary with a list of definitions and examples in English and Spanish to aid in the accessibility for parents/guardians and teachers in the ARD room.</p> <p>Strategy's Expected Result/Impact: Increased communication with school and family, increased academic performance for special education students</p> <p>Staff Responsible for Monitoring: Associate Principal, SPED Department Chair, Instructional Specialists</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue targeted, small group instruction through courses like ELDA and SIT Reading to increase the reading levels of EBs and struggling readers through the district RTI/MTSS process.</p> <p>Strategy's Expected Result/Impact: Increased proficiency on district assessments, TELPAS, EOC exams</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialists, ELDA/SIT Teachers, District Support Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Continue to strategically use bilingual aides to supplement instruction to EBs, decreasing gaps in all areas of academic performance.</p> <p>Strategy's Expected Result/Impact: EBs will engage in supplemental instruction designed to increase success in TEKS-based courses; targeted students will show proficiency gains in TELPAS</p> <p>Staff Responsible for Monitoring: Associate Principal</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - Title 1</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide an optional extended school day program ("Night School") for students who need an alternative plan for reaching academic success.</p> <p>Strategy's Expected Result/Impact: Students who need an alternate educational path through night school will increase credit completion and successfully graduate</p> <p>Staff Responsible for Monitoring: Principal, Lead Counselor</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Jan	May	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Utilize the instructional strategy of pre-teaching academic and content-specific vocabulary words before reading texts during classroom instruction in alignment with the AVID Site Team Goal.</p> <p>Strategy's Expected Result/Impact: Elimination of confusion with text and vocabulary in order to increase comprehension.</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialists, AVID Site Team</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative		
	Jan	May	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Include and implement WICOR strategies in lesson planning template in alignment with the AVID Site Team goal.</p> <p>Strategy's Expected Result/Impact: Increase comprehension of concepts and ideas at increasingly complex levels</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialists, AVID Site Team</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Teacher Retention: New teachers are in need of more targeted PD in the areas of classroom management and instructional strategies. Root Cause: The pandemic has limited how new teachers learned their craft. The current political environment has made it difficult to recruit teachers and incentivize them to stay. Not enough opportunities for teachers to grow in their leadership outside of learning the classroom and moving to administration.</p>
<p>Problem Statement 2: Student Groups: Our at-risk student population has a variety of needs that are not being sufficiently met: from transportation to food to healthcare. Students lack basic life skills such as technological literacy. Students have little to no frame of reference for setting goals and planning for careers or college. Due to basic needs not being met, attendance and participation in school suffers. Root Cause: More than double the national average of our students live below the poverty line. Students do not have access to social/emotional learning to the extent that they need. Teachers cannot meet all these needs.</p>
Student Learning
<p>Problem Statement 2: Not enough students are reaching the Meets and Mastery levels on STAAR tests in English, Algebra I, and Biology. Root Cause: Students do not have enough opportunities to use higher level thinking/problem-solving skills such as project-based learning and Socratic seminars.</p>

Perceptions





Problem Statement 3: Parent Communication **Root Cause:** Communication to parents in Spanish, no parent calendar, timely and consistent communication, aggressive monitoring of students earlier

Goal 2: Increase student achievement and active academic engagement for all student populations by implementing rigorous tier-one instruction.

Performance Objective 2: Increase learning opportunities for high achieving and gifted students.

Evaluation Data Sources: Superintendent Scholars Program, ACT/SAT Scores, AP Exam Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure use of high quality literature and other resources in AP and Pre-AP classes to increase rigor and depth and complexity of instruction.</p> <p>Strategy's Expected Result/Impact: Increased rigor and depth in lesson plans, increased walkthrough performance data</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialists, District Advanced Academic Coordinator</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 2</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement strategies to support increased student participation and achievement on TSI, ACT, SAT, and AP exams.</p> <p>Strategy's Expected Result/Impact: Increased student participation and achievement on applicable exams</p> <p>Staff Responsible for Monitoring: Associate Principal, CCMR Specialist, Advanced Academic Teachers, District Advanced Academic Coordinator</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Intentionally support students entering the Accelerate Program to ensure success in dual credit and other advanced courses.</p> <p>Strategy's Expected Result/Impact: Student success in program as measured by credit accrual</p> <p>Staff Responsible for Monitoring: Lead Counselor, CCMR Specialist</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Group high-achieving and gifted students during the WIN period to enhance learning with specific enrichment activities.</p> <p>Strategy's Expected Result/Impact: Increased success in advanced academic courses and overall campus enrichment improvement</p> <p>Staff Responsible for Monitoring: Associate Principal, Lead Counselor</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Jan	May	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are not performing well on mandated tests (STAAR, TSI, PSAT, SAT) compared to other students in the state Root Cause: We are not playing to our students' strengths - not aligned to their learning strengths; teachers are not teaching to how the students learn (what they need). They are teaching the way they themselves learn.</p>
<p>Problem Statement 2: Not enough students are reaching the Meets and Mastery levels on STAAR tests in English, Algebra I, and Biology. Root Cause: Students do not have enough opportunities to use higher level thinking/problem-solving skills such as project-based learning and Socratic seminars.</p>
<p>Problem Statement 3: Students' literacy rates are well below the state's scores. Root Cause: Literacy rates are well below their grade level.</p>
School Processes & Programs
<p>Problem Statement 2: Professional Development based on low performance causes. Root Cause: Root causes of low performance are often overlooked, not tracked and not addressed. Again, more information on poverty and its effects on performance. We don't focus enough resources on dealing with students who live in poverty such as Ruby Payne and others like Capturing Kids' Heart. If we can somehow align the district to serve the majority of our population in poverty, and them focus on lesson</p>

Goal 2: Increase student achievement and active academic engagement for all student populations by implementing rigorous tier-one instruction.

Performance Objective 3: Increase student achievement to reflect improved Meets and Mastery scores on EOC assessments.

Evaluation Data Sources: TAPR, EOC data, district TCAs and DBAs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Support the campus literacy initiative by utilizing the reading lists developed for students in each grade level to enhance the development of reading comprehension.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency results in Renaissance, Reading Plus, increased English EOC scores at least 5% higher in Meets category than last year</p> <p>Staff Responsible for Monitoring: Associate Principal, ELAR Teachers, English Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue Strategic Learning Math at the 9th grade level to increase effectiveness of SIT math classes.</p> <p>Strategy's Expected Result/Impact: Increased reading and math proficiency through Renaissance data, Reading Plus data</p> <p>Staff Responsible for Monitoring: SIT Reading Teachers, SIT Math Teachers, Instructional Specialists, Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue Strategic Learning Read in the SIT Reading classes at the 9th and 10th grade levels to increase effectiveness.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency through Renaissance data, Reading Plus data</p> <p>Staff Responsible for Monitoring: SIT Reading Teachers, Instructional Specialists, Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement intentional data driven instructional planning (DDI) in ALL PLCs to ensure data from weekly performance tasks and campus/district assessments drives instructional decision making.</p> <p>Strategy's Expected Result/Impact: Lesson plans reflecting DDI process, walkthroughs reflecting reteach practices</p> <p>Staff Responsible for Monitoring: Instructional Specialists, PLCs, Content Teams, Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue ELDA course to support newcomers through English courses while acquiring the English language.</p> <p>Strategy's Expected Result/Impact: Scaffold instruction and native language support in order to support newcomers in acquiring English, increased proficiency reflected in TELPAS data</p> <p>Staff Responsible for Monitoring: ELDA Teacher, ELA Instructional Specialist, Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 2, 3</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement ESOL Reading I and II courses at the junior and senior level to support newcomers and beginner EBs.</p> <p>Strategy's Expected Result/Impact: Scaffold instruction and native language support in order to support newcomers in acquiring English; increased proficiency reflected in TELPAS data</p> <p>Staff Responsible for Monitoring: ESL Reading Teacher, ELA Instructional Specialist, Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 3</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Use resources such as Apex Learning, Study Island, Ed Puzzle, iReady, quizzes, and Desmos, to support accelerated instruction in ELA, math, science, and social studies in preparation for end-of-course exams.</p> <p>Strategy's Expected Result/Impact: Increased Approaches and Meets standard percentages in all subject areas</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialists, At-Risk Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: - State Compensatory Education</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: We plan to implement a Saturday School Program that will enhance high school students' academic performance and engagement by offering additional instruction, tutoring, and enrichment workshops in a supportive environment, specifically targeting struggling students and promoting community involvement.</p> <p>Strategy's Expected Result/Impact: Improve the academic results of students identified as needing Tier 2 instruction while providing an opportunity for students to make up attendance to regain credits lost due to absences.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional material and Personnel to effectively run the Saturday schools. - State Compensatory Education - \$40,000</p>	Formative		
	Jan	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Teacher Retention: New teachers are in need of more targeted PD in the areas of classroom management and instructional strategies. **Root Cause:** The pandemic has limited how new teachers learned their craft. The current political environment has made it difficult to recruit teachers and incentivize them to stay. Not enough opportunities for teachers to grow in their leadership outside of learning the classroom and moving to administration.

Problem Statement 2: Student Groups: Our at-risk student population has a variety of needs that are not being sufficiently met: from transportation to food to healthcare. Students lack basic life skills such as technological literacy. Students have little to no frame of reference for setting goals and planning for careers or college. Due to basic needs not being met, attendance and participation in school suffers. **Root Cause:** More than double the national average of our students live below the poverty line. Students do not have access to social/emotional learning to the extent that they need. Teachers cannot meet all these needs.

Student Learning

Problem Statement 1: Students are not performing well on mandated tests (STAAR, TSI, PSAT, SAT) compared to other students in the state **Root Cause:** We are not playing to our students' strengths - not aligned to their learning strengths; teachers are not teaching to how the students learn (what they need). They are teaching the way they themselves learn.

Problem Statement 2: Not enough students are reaching the Meets and Mastery levels on STAAR tests in English, Algebra I, and Biology. **Root Cause:** Students do not have enough opportunities to use higher level thinking/problem-solving skills such as project-based learning and Socratic seminars.

Problem Statement 3: Students' literacy rates are well below the state's scores. **Root Cause:** Literacy rates are well below their grade level.

School Processes & Programs

Problem Statement 4: The school needs to be able to track the overall progress of each student to ensure that each individual is monitored for progress alongside the effectiveness of the school's progress for moving each Cohort. **Root Cause:** High at-risk and high mobility make it a challenge to monitor a student's pathway to graduation actively.

Perceptions

Problem Statement 2: Teacher turnover **Root Cause:** District micromanagement, lack of follow up on security issues, focusing on wrong things, TEAMS frustrations, tardy issues and inconsistencies, security inconsistencies





Problem Statement 3: Parent Communication **Root Cause:** Communication to parents in Spanish, no parent calendar, timely and consistent communication, aggressive monitoring of students earlier

Goal 2: Increase student achievement and active academic engagement for all student populations by implementing rigorous tier-one instruction.

Performance Objective 4: Improve alignment in overall curriculum and instruction across grade levels and content areas.

Evaluation Data Sources: T-TESS Walkthrough Data, Documentation of Calibration Activities between Administrators and Instructional Specialists

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: T-TESS Appraisers and Instructional Specialists will calibrate and dialogue weekly to ensure consistency and meaningful feedback in T-TESS walkthroughs and evaluations.</p> <p>Strategy's Expected Result/Impact: Improved alignment and understanding of the evaluation rubric, improved feedback to teachers</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - State Compensatory Education</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct regular meetings of Pre-AP and AP teachers.</p> <p>Strategy's Expected Result/Impact: Ensure alignment in curriculum, instruction and strategies across grade levels and subject areas to ensure preparedness for AP students on AP exams</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialists, Department Chairs</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2, 4</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use WIN time for STAAR, ASVAB, TSI, ACT, SAT, and AP testing. Time will be used to review study skills and other resources such as Progress Learning.</p> <p>Strategy's Expected Result/Impact: Increased scores on all college and career readiness assessments</p> <p>Staff Responsible for Monitoring: CCMR Specialist, Instructional Specialists, District Advanced Academics Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			





Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are not performing well on mandated tests (STAAR, TSI, PSAT, SAT) compared to other students in the state Root Cause: We are not playing to our students' strengths - not aligned to their learning strengths; teachers are not teaching to how the students learn (what they need). They are teaching the way they themselves learn.</p>
<p>Problem Statement 2: Not enough students are reaching the Meets and Mastery levels on STAAR tests in English, Algebra I, and Biology. Root Cause: Students do not have enough opportunities to use higher level thinking/problem-solving skills such as project-based learning and Socratic seminars.</p>
School Processes & Programs
<p>Problem Statement 2: Professional Development based on low performance causes. Root Cause: Root causes of low performance are often overlooked, not tracked and not addressed. Again, more information on poverty and its effects on performance. We don't focus enough resources on dealing with students who live in poverty such as Ruby Payne and others like Capturing Kids' Heart. If we can somehow align the district to serve the majority of our population in poverty, and them focus on lesson</p>
<p>Problem Statement 4: The school needs to be able to track the overall progress of each student to ensure that each individual is monitored for progress alongside the effectiveness of the school's progress for moving each Cohort. Root Cause: High at-risk and high mobility make it a challenge to monitor a student's pathway to graduation actively.</p>

Goal 3: Increase teacher quality, recruitment, and retention through meaningful professional development and aligned processes and programs.

Performance Objective 1: Provide opportunities for teachers and staff to participate in decision-making forums.

Evaluation Data Sources: Forum sign-in sheets, PD sign-in sheets, Panorama survey, Safe/Civil Schools Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for teachers to have a voice in campus decision making.</p> <p>Strategy's Expected Result/Impact: Increased staff participation in campus decision-making opportunities, improved Panorama survey data reflecting positive campus climate and culture</p> <p>Staff Responsible for Monitoring: Principal, CDMC Leader, Associate Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2, 3</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement processes for the UHS Teacher Leadership Team to align instructional practices, develop deep learning in secondary literacy, and lead the campus in best practices in order to close literacy gaps and help prepare students for career, military, or college readiness.</p> <p>Strategy's Expected Result/Impact: Build future leaders by using instructional teacher leaders to support district and campus initiatives through teaching and supporting other teachers</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2, 3</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Professional Development based on low performance causes. **Root Cause:** Root causes of low performance are often overlooked, not tracked and not addressed. Again, more information on poverty and its effects on performance. We don't focus enough resources on dealing with students who live in poverty such as Ruby Payne and others like Capturing Kids' Heart. If we can somehow align the district to serve the majority of our population in poverty, and then focus on lesson





Problem Statement 3: The need for improved classroom management and the entire school behavior management system. **Root Cause:** Teachers are not consistent with following rules. There are no consequences for the teachers that do not have "buy in". There is no special training for our new teachers in regards to classroom management. Incoming freshman are not "schooled" on what high school expectations are.

Goal 3: Increase teacher quality, recruitment, and retention through meaningful professional development and aligned processes and programs.

Performance Objective 2: Provide extended support for teachers with 1-5 years of experience.

Evaluation Data Sources: Mentor Meetings, Walkthrough Feedback, Action Coaching Scripts

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Partner teachers in their first year with an instructional specialist to provide training on campus systems and procedures.</p> <p>Strategy's Expected Result/Impact: Reduction in stress for new staff, consistency with implementation of campus systems and procedures</p> <p>Staff Responsible for Monitoring: Campus Mentor Coordinator, Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Support teachers who are in their first two years of teaching through a mentor teacher and check-in process every six weeks to ensure new teachers have designated time for support.</p> <p>Strategy's Expected Result/Impact: Reduction in stress for new staff, Consistency with implementation of campus systems and procedures</p> <p>Staff Responsible for Monitoring: Campus Mentor Coordinator, Mentor Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Partner with Baylor to build teaching capacity of current and future staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention and recruitment, development of future teachers</p> <p>Staff Responsible for Monitoring: Associate Principal, Principal, Baylor Liaison</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Communicate opportunities for teachers and staff to access the district's EPA program for help as needed.</p> <p>Strategy's Expected Result/Impact: Counseling support provided at no cost to adults who need assistance</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Teacher Retention: New teachers are in need of more targeted PD in the areas of classroom management and instructional strategies. Root Cause: The pandemic has limited how new teachers learned their craft. The current political environment has made it difficult to recruit teachers and incentivize them to stay. Not enough opportunities for teachers to grow in their leadership outside of learning the classroom and moving to administration.</p>





Goal 3: Increase teacher quality, recruitment, and retention through meaningful professional development and aligned processes and programs.

Performance Objective 3: Provide professional development that improves instruction for all students.

Evaluation Data Sources: PD Sign-In Sheets, Lesson Plans, Walkthroughs, Action Coaching Scripts

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide intentional professional development in PLCs on culturally responsive teaching and engaging students with rigorous, relevant, and meaningful learning as deemed necessary by instructional needs.</p> <p>Strategy's Expected Result/Impact: Increased participation and engagement from students and teachers inside and outside of the classroom</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide training in literacy expectations in classrooms and oversee implementation of required strategies.</p> <p>Strategy's Expected Result/Impact: Consistency in literacy approaches across the campus, improved student achievement data</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialists, Instructional Leadership Team</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>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional development on pre-teaching academic vocabulary to help students interact with the text more critically and effectively (linked to AVID Site Team goal).</p> <p>Strategy's Expected Result/Impact: Consistency in literacy approaches across the campus, improved student achievement data</p> <p>Staff Responsible for Monitoring: AVID Site Team Administrator, AVID Site Team, Associate Principal</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>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Present professional development "side-by-side" for WICOR terms and strategies to inform how existing instructional practices are aligned with AVID terms (linked to AVID Site Team goal).</p> <p>Strategy's Expected Result/Impact: Consistency in literacy approaches across the campus, improved student achievement data</p> <p>Staff Responsible for Monitoring: AVID Site Team Administrator, AVID Site Team, Associate Principal</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>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide professional development on higher order thinking questions and sentence stems to increase classroom engagement, rigor, and equity (linked to AVID Site Team goal).</p> <p>Strategy's Expected Result/Impact: Consistency in literacy approaches across the campus, improved student achievement</p> <p>Staff Responsible for Monitoring: AVID Site Team Administrator, AVID Site Team, Associate Principal</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>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: - State Compensatory Education</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide professional development for content teachers to support the instructional needs for EBs students.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for ELLs in core content courses, data reflected in district TCAs, DBAs, EOC scores, and TELPAS scores</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialists, District ELL Support</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide professional development on how to properly utilize a block period for instruction.</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide professional development to maximize the general education and special education teacher interaction to support the instructional needs for SPED students in these classes.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for special education students in core content courses; data reflected in district TCAs, DBAs, EOC scores</p> <p>Staff Responsible for Monitoring: Associate Principal, SPED Department Chair, Instructional Specialists, District SPED Support</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Teacher Retention: New teachers are in need of more targeted PD in the areas of classroom management and instructional strategies. Root Cause: The pandemic has limited how new teachers learned their craft. The current political environment has made it difficult to recruit teachers and incentivize them to stay. Not enough opportunities for teachers to grow in their leadership outside of learning the classroom and moving to administration.</p>
Student Learning
<p>Problem Statement 2: Not enough students are reaching the Meets and Mastery levels on STAAR tests in English, Algebra I, and Biology. Root Cause: Students do not have enough opportunities to use higher level thinking/problem-solving skills such as project-based learning and Socratic seminars.</p>

Student Learning

Problem Statement 3: Students' literacy rates are well below the state's scores. Root Cause: Literacy rates are well below their grade level.

Goal 3: Increase teacher quality, recruitment, and retention through meaningful professional development and aligned processes and programs.

Performance Objective 4: Provide ongoing professional development that supports campus wide systems and structures that focus on lesson planning, DDI, and Action Coaching.

Evaluation Data Sources: PD Sign-In Sheets, DDI Scripts, Action Coaching Scripts

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Train teachers on lesson plan expectations and DDI (Data Driven Instruction) through PLCs and team planning. Strategy's Expected Result/Impact: Improved lesson planning practices and rigor, improved reteaching practices Staff Responsible for Monitoring: Associate Principal, Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - State Compensatory Education, - State Compensatory Education</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide teachers with ongoing feedback regarding lesson plan rigor and the DDI process. Strategy's Expected Result/Impact: Improved lesson planning practices and rigor, improved reteaching practices, consistent T-TESS walkthrough feedback Staff Responsible for Monitoring: Campus Administration, Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use Action Coaching to increase the use of effective observation and feedback cycles.</p> <p>Strategy's Expected Result/Impact: Creation of systems and processes around observation and feedback in relation to lesson planning and instructional strategies</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct a weekly review of lesson plans to ensure fidelity of lesson plan training and intentional instructional execution in the classroom.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be in Forethought at the Principal designated day and time every week; school leadership will review instructional plans prior to or during walkthroughs</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 4</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide training on the A-F accountability system and use new learning to develop intervention strategies.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will have a clear understanding of accountability system allowing them to identify areas of focus to improve and areas to leverage improvement in student achievement</p> <p>Staff Responsible for Monitoring: Principal, Director of Accountability systems and Data Analysis</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Teacher Retention: New teachers are in need of more targeted PD in the areas of classroom management and instructional strategies. **Root Cause:** The pandemic has limited how new teachers learned their craft. The current political environment has made it difficult to recruit teachers and incentivize them to stay. Not enough opportunities for teachers to grow in their leadership outside of learning the classroom and moving to administration.

Perceptions





Problem Statement 2: Teacher turnover **Root Cause:** District micromanagement, lack of follow up on security issues, focusing on wrong things, TEAMS frustrations, tardy issues and inconsistencies, security inconsistencies

Problem Statement 4: The school has safety concerns regarding issues such as vaping, students roaming the hallways, and a lack of supervision in the restrooms. Additionally, emergency and safety drill instructions are needed for all students. Teachers and administrators want to implement procedures to have a positive impact on the campus. **Root Cause:** There tends to be disorder and unforeseen circumstance that requires the leadership team to prepare for to improve safety for all stakeholders.

Goal 4: Integrate literacy strategies across the curriculum to close achievement gaps.

Performance Objective 1: Implement common reading and annotation strategies in all classrooms.

Evaluation Data Sources: Reading Plus, TCAs, DBAs, EOCs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use a common reading strategy (i.e. AVID "Marking the Text") to create consistency for students across all classes.</p> <p>Strategy's Expected Result/Impact: Active engagement with text by students, improved reading proficiency levels Tier 2 and Tier 3 reading, increased EOC scores</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use district/campus literacy program in WIN time with HB1416 English I and II groups in order to increase basic reading skills and gain in overall reading proficiency.</p> <p>Strategy's Expected Result/Impact: Improved reading proficiency levels for Tier 2 and Tier 3 Reading</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 3: Students' literacy rates are well below the state's scores. **Root Cause:** Literacy rates are well below their grade level.

Goal 4: Integrate literacy strategies across the curriculum to close achievement gaps.

Performance Objective 2: Incorporate writing in all classes using AVID and other strategies throughout the year.

Evaluation Data Sources: Reading Plus, TCAs, DBAs, EOCs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use exit tickets and other formative assessment methods at the end of lessons in order to anchor student learning.</p> <p>Strategy's Expected Result/Impact: Active engagement with text by students, improved reading proficiency levels Tier 2 and Tier 3 reading</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialists, AVID Site Team Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use content-based stems and common higher-order thinking questions for students during classroom discussions in alignment with the AVID Site Team goal.</p> <p>Strategy's Expected Result/Impact: Active engagement with text by students, improved reading proficiency levels Tier 2 and Tier 3 reading</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialists, AVID Site Team Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Students are not performing well on mandated tests (STAAR, TSI, PSAT, SAT) compared to other students in the state. **Root Cause:** We are not playing to our students' strengths - not aligned to their learning strengths; teachers are not teaching to how the students learn (what they need). They are teaching the way they themselves learn.

Problem Statement 2: Not enough students are reaching the Meets and Mastery levels on STAAR tests in English, Algebra I, and Biology. **Root Cause:** Students do not have enough opportunities to use higher level thinking/problem-solving skills such as project-based learning and Socratic seminars.

Goal 4: Integrate literacy strategies across the curriculum to close achievement gaps.





Performance Objective 3: Implement strategies to develop strong literacy skills and deep content understanding in core content classes and CTE.

Evaluation Data Sources: Reading Plus, TCAs, DBAs, EOCs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Facilitate structured discussions (i.e. Socratic Seminars) to deepen content understanding.</p> <p>Strategy's Expected Result/Impact: Active engagement by students, improved scores on TCAs, DBAs, EOCs</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Asst. Principals, Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct individual student conferences in English classes at least once a six weeks to discuss reading and writing performance and set student goals.</p> <p>Strategy's Expected Result/Impact: Active engagement by students in English classes, improved scores on TCAs, DBAs, EOCs</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, English Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teach students to write or verbally describe procedures using key sequence words and key science vocabulary in the correct context.</p> <p>Strategy's Expected Result/Impact: Active engagement by students, improved scores on TCAs, DBAs, EOCs</p> <p>Staff Responsible for Monitoring: Associate Principal, Science Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Have students practice describing their results and conclusions in science classes.</p> <p>Strategy's Expected Result/Impact: Active engagement by students, improved scores on TCAs, DBAs, EOCs</p> <p>Staff Responsible for Monitoring: Associate Principal, Science Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Require that students justify their solution and explain solution in the context of the problem, verbally or in writing with sentence stems for justifications, in math classroom.</p> <p>Strategy's Expected Result/Impact: Active engagement by students, improved test scores on TCAs, DBAs, EOCs</p> <p>Staff Responsible for Monitoring: Associate Principal, Math Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Allow time for students to verbally practice analyzing math problems by asking them to explain their reasoning.</p> <p>Strategy's Expected Result/Impact: Active engagement by students, improved test scores on TCAs, DBAs, EOCs</p> <p>Staff Responsible for Monitoring: Associate Principal, Math Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teach students to verbalize the sequence of steps in a CTE project or assignment.</p> <p>Strategy's Expected Result/Impact: Active engagement by students, improved classroom performance through products, assessments, and writing assignments</p> <p>Staff Responsible for Monitoring: Associate Principal, Dean of Academies, CTE Department Chair</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Communicate with each student at least once per six weeks period to discuss deep content understanding in their CTE course and to set student goals.</p> <p>Strategy's Expected Result/Impact: Active engagement by students, ability to demonstrate literacy skills in CTE and transfer learning to other subjects, improved scores on products, assessments, and writing assignments</p> <p>Staff Responsible for Monitoring: Associate Principal, Dean of Academies, CTE Department Chair</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative		
	Jan	May	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Teach students to formulate and support an argument (verbally or in writing) by using text evidence within the social studies classroom.</p> <p>Strategy's Expected Result/Impact: Active engagement by students, improved test scores on TCAs, DBAs, EOCs</p> <p>Staff Responsible for Monitoring: Associate Principal, Social Studies Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Jan	May	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide opportunities for students to engage in verbal discussions and write within social studies context using text evidence and examples.</p> <p>Strategy's Expected Result/Impact: Active engagement by students, improved test scores on TCAs, DBAs, EOCs</p> <p>Staff Responsible for Monitoring: Associate Principal, Social Studies Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are not performing well on mandated tests (STAAR, TSI, PSAT, SAT) compared to other students in the state Root Cause: We are not playing to our students' strengths - not aligned to their learning strengths; teachers are not teaching to how the students learn (what they need). They are teaching the way they themselves learn.</p>
<p>Problem Statement 2: Not enough students are reaching the Meets and Mastery levels on STAAR tests in English, Algebra I, and Biology. Root Cause: Students do not have enough opportunities to use higher level thinking/problem-solving skills such as project-based learning and Socratic seminars.</p>
<p>Problem Statement 3: Students' literacy rates are well below the state's scores. Root Cause: Literacy rates are well below their grade level.</p>

School Processes & Programs

Problem Statement 4: The school needs to be able to track the overall progress of each student to ensure that each individual is monitored for progress alongside the effectiveness of the school's progress for moving each Cohort. **Root Cause:** High at-risk and high mobility make it a challenge to monitor a student's pathway to graduation actively.