

# **Pflugerville Independent School District**

## **Connally High School**

### **2024-2025 Campus Improvement Plan**



**Board Approval Date:** October 17, 2024  
**Public Presentation Date:** October 2, 2024

# Mission Statement

The mission of John B. Connally High School is to provide quality learning experiences and to ensure that students are college and career ready while developing personal responsibility and values that will empower them to achieve to their fullest potential.

## Vision

**The vision of John B. Connally High School is realized through excellence in teaching and leadership by enabling:**

Students to participate in 21<sup>st</sup> century blended academic opportunities that allow all students to become contributing citizens in an ever-changing world.

Students to be empowered with high expectations that allow all students to take personal responsibility for their actions and the resulting consequences.

Students to graduate with postsecondary personal, academic, career, and financial skills to accomplish their goals.

## Value Statement

**In collaboration with our families and community, we value:**

Children, first and foremost

Safety and security

Uniqueness and diversity

High expectations

College and career readiness

Learning as a lifelong process

Equal access to a quality education

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

TEACHER DEMOGRAPHICS

The teacher demographic data at John B Connally High School reveals a predominantly White teaching staff, with 88 teachers in 2023, comprising the majority. In contrast, the student body is significantly more diverse, with Hispanic-Latino students forming the largest ethnic group at 65.71% in the 2023-2024 school year. The African American student population is also notable, constituting 15.69%, while the Asian student population stands at 8.70%. This diversity among students is not equally reflected in the teaching staff, where only 13 African American, 14 Hispanic, and 4 Asian teachers were recorded in 2023. This discrepancy highlights a potential area for growth in teacher recruitment to better mirror the diverse student population, fostering an inclusive educational environment that resonates with all students.

| Teacher Ethnicity |      |      |      |      |      |      |
|-------------------|------|------|------|------|------|------|
|                   | 2021 |      | 2022 |      | 2023 |      |
| Asian             | 3    | 2%   | 4    | 3%   | 4    | 3%   |
| African America   | 15   | 11%  | 14   | 11%  | 13   | 11%  |
| Hispanic          | 14   | 11%  | 14   | 11%  | 14   | 12%  |
| American Indian   | 0    | 0%   | 0    | 0%   | 0    | 0%   |
| Pacific Islander  | 0    | 0%   | 0    | 0%   | 0    | 0%   |
| White             | 97   | 74%  | 90   | 73%  | 88   | 73%  |
| Two or More Races | 2    | 2%   | 2    | 2%   | 2    | 2%   |
| TOTAL             | 131  | 100% | 124  | 100% | 121  | 100% |

In the years from 2021 to 2023, the teacher ethnicity at John B Connally High School has shown some variations, with the number of Asian and Hispanic teachers remaining constant at 4 and 14, respectively, while African American teachers decreased from 15 to 13. There were no American Indian or Pacific Islander teachers, and those identifying as Two or More Races remained at 2. The number of White teachers saw a slight decline from 97 to 88. Regarding years of experience, there has been a noticeable increase in beginning teachers from 6 to 24, while those with 1-5 years of experience decreased from 39 to 25. Teachers with 6-10 years of experience dropped from 36 to 22. Interestingly, the number of teachers with 11-12 years of experience slightly increased from 33 to 33 in 2023, while those with 21-30 years dropped from 13 to 11, and those with over 30 years of experience decreased from 6 to 5.

| Teachers by Years of Experience |      |      |      |      |      |      |
|---------------------------------|------|------|------|------|------|------|
|                                 | 2021 |      | 2022 |      | 2023 |      |
| Beginning                       | 6    | 5%   | 11   | 9%   | 24   | 21%  |
| 1-5 Years                       | 39   | 31%  | 39   | 33%  | 25   | 22%  |
| 6-10 Years                      | 36   | 28%  | 25   | 21%  | 22   | 19%  |
| 11-12 Years                     | 33   | 26%  | 30   | 26%  | 33   | 29%  |
| 21-30 Years                     | 13   | 10%  | 12   | 10%  | 11   | 10%  |
| TOTALS                          | 127  | 100% | 117  | 100% | 115  | 100% |

The data on teachers by years of experience from 2021 to 2023 at John B Connally High School reveals several significant trends. There is a noticeable increase in the number of beginning teachers, rising from 6 in 2021 to 24 in 2023, indicating a growing influx of new educators. In contrast, teachers with 1-5 years of experience have decreased from 39 in both 2021 and 2022 to 25 in 2023, suggesting either a transition out of this category or retention challenges. Similarly, there is a decline in the 6-10 years experience bracket, decreasing steadily from 36 in 2021 to 22 in 2023. The number of teachers with 11-12 years of experience has remained relatively stable, showing a slight fluctuation but returning to 33 in 2023. Teachers with 21-30 years and over 30 years of experience have gradually decreased, hinting at potential retirements or career changes. Overall, the trends highlight a shift towards newer educators, with potential implications for mentoring, support, and retention strategies.

| STUDENT DEMOGRAPHICS              |           |           |           |           |           |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Student Demographics              | 2023-2024 | 2022-2023 | 2021-2022 | 2020-2021 | 2019-2020 |
|                                   | Count     | Count     | Count     | Count     | Count     |
| Gender                            |           |           |           |           |           |
| Female                            | 873       | 804       | 834       | 852       | 839       |
| Male                              | 944       | 859       | 955       | 909       | 943       |
| TOTAL                             | 1817      | 1663      | 1789      | 1761      | 1782      |
| Ethnicity                         |           |           |           |           |           |
| Hispanic-Latino                   | 1194      | 992       | 1061      | 1049      | 1043      |
| Race                              |           |           |           |           |           |
| American Indian-Alaskan Native    | 5         | 4         | 2         | 2         | 2         |
| Asian                             | 158       | 176       | 201       | 216       | 211       |
| Black-African American            | 285       | 316       | 349       | 324       | 337       |
| Native Hawaiian- Pacific Islander | 3         | 5         | 4         | 4         | 4         |
| White                             | 148       | 138       | 145       | 132       | 1044      |
| Two-or-More                       | 24        | 32        | 27        | 34        | 41        |

Over the past five academic years, the student demographics at John B Connally High School have shown several notable trends. The gender distribution has remained relatively stable, with a slight majority of male students, consistently around 52%. There has been a significant increase in the Hispanic-Latino student population, rising from 58.53% in

2019-2020 to 65.71% in 2023-2024, indicating a growing Hispanic-Latino presence. The percentage of Asian students has slightly decreased from 12.27% in 2020-2021 to 8.70% in 2023-2024, and similarly, the Black-African American student population has declined from 18.91% in 2019-2020 to 15.69% in 2023-2024. The representation of students identifying as Two-or-More races has decreased over the years, while the percentage of White students has remained relatively stable with minor fluctuations. Overall, the data suggests an increasing trend in Hispanic-Latino students and a slight decrease in Asian and Black-African American students at the school.

### **Demographics Strengths**

Although there was a slight decrease in the number of African American and White teachers, the consistency in other ethnic categories suggests that the school is preserving its diversity amidst these changes.

A positive trend in the student demographics data is the significant increase in the percentage of Hispanic-Latino students, which has risen from 58.53% in 2019-2020 to 65.71% in 2023-2024, reflecting greater ethnic diversity and representation in the school community.

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

**Problem Statement 1 (Prioritized):** Teachers identified as 'beginning' regarding experience have increased in three years from six in 2020-2021 to twenty-four in 2023-2024 **Root Cause:** Teachers leaving the profession resulting in the need to recruit novice instructors coupled with the challenges of teaching on an increasingly bilingual campus

**Problem Statement 2 (Prioritized):** A predominantly White teaching staff, with 88 teachers in 2023, contrasts with the student body that is significantly more diverse including a significant increase in Hispanic-Latino students (58.53% in 2019-2020 to 65.71% in 2023-2024) **Root Cause:** Teacher exit times (last minute end-of-summer) and adjusting budget constraints compete with a proactive hiring practice that would allow for more time and breadth in staffing initiatives

# Student Learning

## Student Learning Summary

### 2024 Accountability Results

Although 2024 Accountability ratings have not yet been issued by TEA, the anticipated ratings for Connally High School are In Need of Improvement (D) for the overall rating, Domain 1 Student Achievement and Domain 2 School Progress, with an anticipated Unacceptable rating (F) in Domain 3 Closing the Gaps. These anticipated ratings are largely based on STAAR outcomes at Meets Grade Level or Above with outcomes of 33% of all 2024 STAAR EOC tests taken being considered on-grade level performance. Outcomes for CCMR graduates are also heavily weighted in the accountability system with 60% of students graduating CCMR-ready for the Class of 2023.

In Domain 3 Closing the Gaps, all interim targets were missed for Math STAAR EOC outcomes for Meets Grade Level performance. For RLA STAAR EOC outcomes, one target was met for the African American student group, but missed for All Students, Hispanic and High Focus. All federal 4-year Graduation Rate targets were missed for the Class of 2023, with an overall All Students graduation rate of 80.4%, nearly 10% below the target of 90%. All School Quality CCMR targets were missed for 2022-2023 Seniors, but partial points were earned for all four Super Groups for expected progress toward meeting goals. Overall CHS had significant improvement in CCMR Graduate rates by 20% from Class of 2022 to Class of 2023. When targets for the All Students group are missed which was the case for both Math and RLA STAAR, graduation rates, and CCMRs, it indicates the need for improvement in Tier I foundation instruction and campus instructional systems.

### Federal Intervention Label - Comprehensive Support & Improvement (Year 1)

Connally High School received the federal intervention label of Comprehensive Support & Improvement (Year 1) based on low performance in Domain 3 Closing the Gaps. This label lasts a minimum of two years and is determined by being in the bottom 5% of Closing the Gaps outcomes when all Title I High Schools across Texas are compared.

Connally High School will engage in the Effective Schools Framework (ESF) for school improvement, will have a Targeted Diagnostic visit of the campus to help identify focus areas for improvement from a systems perspective, and develop and Implement a Targeted Improvement Plan during the 2024-2025 school year.

| STAAR/EOC                  |        |                   |
|----------------------------|--------|-------------------|
| 2023-2024 STAAR/EOC TOTALS |        |                   |
| PERCENTAGE OF TESTS        |        |                   |
|                            | Actual | Goal For C Rating |
| At Approaches              | 67%    | 72%               |
| At Meets                   | 33%    | 38%               |
| At Masters                 | 8%     | 13%               |
| TOTAL                      | 36%    | 41%               |
| NUMBER OF TESTS            |        |                   |
| At Approaches              | 1855   | 2007              |
| At Meets                   | 908    | 1059              |
| At Masters                 | 217    | 369               |
| TOTAL                      | 2787   | 3435              |

The data provided indicates that John B Connally High School is currently underperforming in comparison to its goals for achieving a "C" rating across various testing benchmarks.

Specifically, the percentage of students at the "Approaches" level is 67%, which is 5% below the target of 72%. Similarly, the "Meets" level sees a 5% shortfall, with 33% of students meeting expectations against a target of 38%. The "Masters" level is lagging by 5%, with only 8% of students achieving this level compared to the 13% goal. Overall, the total percentage across all testing categories is currently at 36%, which is 5% below the desired 41%. In terms of the number of tests, the figures show a consistent trend of falling short across all levels, with the total number of tests conducted being 2787, which is 648 tests fewer than the goal of 3435.

| Algebra I                    | Total Students | Approaches | Meets | Masters | Performance Level Indicator |                   |                |                 |       |         |
|------------------------------|----------------|------------|-------|---------|-----------------------------|-------------------|----------------|-----------------|-------|---------|
|                              |                |            |       |         | Did Not Meet Low            | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters |
| John B Connally High         | 441            | 39%        | NA%   | NA%     | 17%                         | 44%               | 28%            | NA%             | NA%   | NA%     |
| Economic Disadvantage        | 354            | 39%        | NA%   | NA%     | 18%                         | 43%               | 29%            | NA%             | NA%   | NA%     |
| Asian                        | 15             | 40%        | NA%   | NA%     | 13%                         | 47%               | 33%            | NA%             | NA%   | NA%     |
| Black/African American       | 88             | 34%        | NA%   | NA%     | 17%                         | 49%               | 23%            | NA%             | NA%   | NA%     |
| Hispanic                     | 312            | 40%        | NA%   | NA%     | 18%                         | 42%               | 29%            | 7%              | NA%   | NA%     |
| White                        | 20             | 40%        | 10%   | NA%     | NA%                         | 55%               | 25%            | NA%             | NA%   | NA%     |
| Currently Emergent Bilingual | 255            | 39%        | NA%   | NA%     | 17%                         | 44%               | 28%            | 8%              | NA%   | NA%     |
| Special Education            | 62             | 32%        | NA%   | NA%     | 23%                         | 45%               | 21%            | 7%              | NA%   | NA%     |

At John B Connally High School, the Algebra I performance data reveals several key trends. A significant portion of students fall into the 'Did Not Meet' category, with economic disadvantage and Hispanic subgroups showing the highest percentages in this range (39% and 40%, respectively). Notably, the Asian subgroup has the highest percentage of students meeting the standards at 47%, and White students have the highest percentage of mastery at 5%. The 'Currently Emergent Bilingual' group has a performance close to the overall school average in terms of meeting standards (44%). Special Education students have a higher percentage of 'Did Not Meet High' compared to other groups, suggesting targeted interventions may be beneficial. Overall, there is a need for focused support to elevate students from 'Approaches' to 'Meets' and 'Masters' levels, particularly among economically disadvantaged and minority groups.

| Biology                      | Total Students | Approaches | Meets | Masters | Performance Level Indicator |                   |                |                 |       |         |
|------------------------------|----------------|------------|-------|---------|-----------------------------|-------------------|----------------|-----------------|-------|---------|
|                              |                |            |       |         | Did Not Meet Low            | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters |
| John B Connally High         | 448            | 84%        | 40%   | 8%      | 9%                          | 7%                | 22%            | 22%             | 33%   | 8%      |
| Economic Disadvantage        | 335            | 81%        | 38%   | 6%      | 11%                         | 8%                | 22%            | 22%             | 32%   | 6%      |
| Asian                        | 27             | 89%        | 37%   | 7%      | 7%                          | NA%               | 22%            | 30%             | 30%   | 8%      |
| Black/African American       | 68             | 93%        | 35%   | 7%      | 3%                          | NA%               | 25%            | 32%             | 28%   | 7%      |
| Hispanic                     | 319            | 81%        | 40%   | 7%      | 10%                         | 9%                | 22%            | 19%             | 33%   | 7%      |
| White                        | 32             | 94%        | 50%   | 16%     | 3%                          | NA%               | 16%            | 28%             | 34%   | 16%     |
| Currently Emergent Bilingual | 257            | 77%        | 33%   | NA%     | 12%                         | 11%               | 23%            | 22%             | 28%   | NA%     |
| Special Education            | 50             | 68%        | 18%   | NA%     | 22%                         | 10%               | 30%            | 20%             | 14%   | NA%     |

The data from John B Connally High School indicates diverse performance trends among different student groups in Biology. Overall, the school has a high percentage of students



approaching the standard at 84%, with 40% meeting and 8% mastering it. Notably, students identified as White and Asian have the highest rates of meeting and mastering standards, at 50% and 16% for Whites, and 37% and 7% for Asians, respectively. Conversely, students with economic disadvantages and those who are emergent bilinguals show lower mastery levels, at 6% and 4% respectively. Special Education students have the lowest rates across all performance indicators, with only 4% mastering the standard. This suggests a need for targeted support for economically disadvantaged, bilingual, and special education students to improve outcomes and equity in educational achievements.

| English I                    | Total Students | Approaches | Meets | Masters | Performance Level Indicator |                   |                |                 |       |         |
|------------------------------|----------------|------------|-------|---------|-----------------------------|-------------------|----------------|-----------------|-------|---------|
|                              |                |            |       |         | Did Not Meet Low            | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters |
| John B Connally High         | 656            | 45%        | 28%   | 6%      | 37%                         | 18%               | 10%            | 8%              | 23%   | 6%      |
| Economic Disadvantage        | 512            | 43%        | 25%   | NA%     | 39%                         | 19%               | 11%            | 7%              | 21%   | NA%     |
| Asian                        | 30             | 47%        | 23%   | 10%     | 30%                         | 23%               | NA%            | 20%             | 13%   | 10%     |
| Black/African American       | 94             | 58%        | 33%   | NA%     | 25%                         | 18%               | 16%            | 9%              | 30%   | NA%     |
| Hispanic                     | 494            | 42%        | 26%   | NA%     | 40%                         | 18%               | 10%            | 6%              | 22%   | NA%     |
| White                        | 34             | 56%        | 41%   | 21%     | 32%                         | 12%               | 3%             | 12%             | 21%   | NA%     |
| Currently Emergent Bilingual | 424            | 34%        | 18%   | NA%     | 48%                         | 18%               | 9%             | 7%              | 15%   | NA%     |
| Special Ed Indicator         | 65             | 26%        | 14%   | NA%     | 55%                         | 19%               | 5%             | 8%              | 11%   | NA%     |

The data from John B Connally High School's English I performance reveals several key trends. Overall, 45% of students did not meet the expected standards, with 28% meeting and only 6% mastering them. Economic disadvantages play a significant role, with nearly 43% not meeting standards, though the "Meets" percentage is slightly higher at 19% compared to the total population. Asian students have a relatively high mastery rate at 10%, whereas Black/African American and White students have higher percentages of students not meeting expectations, at 58% and 56% respectively. However, White students outperform others in mastery at 21%. Hispanic students' performance closely mirrors the overall trends, while emergent bilingual and special education students show lower achievement, with higher percentages not meeting standards and lower percentages in the "Meets" and "Masters" categories, reflecting the additional challenges these groups face.

| English II                   | Total Students | Approaches | Meets | Masters | Performance Level Indicator |                   |                |                 |       |         |
|------------------------------|----------------|------------|-------|---------|-----------------------------|-------------------|----------------|-----------------|-------|---------|
|                              |                |            |       |         | Did Not Meet Low            | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters |
| John B Connally High         | 557            | 52%        | 36%   | NA%     | 32%                         | 16%               | 8%             | 7%              | 33%   | NA%     |
| Economic Disadvantage        | 425            | 48%        | 33%   | NA%     | 36%                         | 16%               | 9%             | 7%              | 32%   | NA%     |
| Asian                        | 45             | 71%        | 62%   | 18%     | 16%                         | 13%               | 4%             | 4%              | 44%   | 18%     |
| Black/African American       | 83             | 66%        | 39%   | NA%     | 11%                         | 23%               | 16%            | 12%             | 36%   | NA%     |
| Hispanic                     | 377            | 45%        | 32%   | NA%     | 40%                         | 15%               | 7%             | 6%              | 31%   | NA%     |
| Two or More Races            | 11             | 73%        | 64%   | 27%     | 9%                          | 18%               | 9%             | 0%              | 36%   | 27%     |
| White                        | 39             | 54%        | 36%   | NA%     | 31%                         | 15%               | 5%             | 13%             | 31%   | NA%     |
| Currently Emergent Bilingual | 316            | 33%        | 21%   | NA%     | 49%                         | 18%               | 8%             | 4%              | 21%   | NA%     |
| Special Ed Indicator         | 44             | 25%        | 11%   | NA%     | 52%                         | 23%               | 5%             | 9%              | 11%   | NA%     |

The English II performance data at John B Connally High School reveals significant disparities across various student groups. Overall, 52% of students approach the expected standard, with 36% meeting and only 3% mastering it. Students identified as Asian have the highest performance, with 71% approaching, 62% meeting, and 18% mastering the standard. Conversely, students with special education needs and those currently emergent bilinguals show lower performance levels, with only 25% and 33% approaching the standard, respectively, and none mastering it. Economic disadvantage correlates with a slight reduction in performance, as these students have 48% approaching and 33% meeting the standard. The data underscores a need for targeted interventions to support underperforming groups, particularly those facing language barriers and special educational needs.

| US History                   | Total Students | Approaches | Meets | Masters | Performance Level Indicator |                   |                |                 |       |         |
|------------------------------|----------------|------------|-------|---------|-----------------------------|-------------------|----------------|-----------------|-------|---------|
|                              |                |            |       |         | Did Not Meet Low            | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters |
| John B Connally High         | 466            | 90.%       | 52%   | 23%     | NA%                         | 8%                | 20%            | 19%             | 29%   | 23%     |
| Economic Disadvantage        | 334            | 89%        | 46%   | 20%     | NA%                         | 9%                | 23%            | 20%             | 27%   | 20%     |
| Asian                        | 46             | 91%        | 78%   | 37%     | NA%                         | NA%               | 7%             | 7%              | 41%   | 37%     |
| Black/African American       | 71             | 90%        | 65%   | 23%     | NA%                         | 9%                | 11%            | 14%             | 42%   | 23%     |
| Hispanic                     | 304            | 90%        | 42%   | 17%     | NA%                         | 8%                | 25%            | 23%             | 25%   | 17%     |
| White                        | 39             | 97%        | 74%   | 54%     | NA%                         | NA%               | 10%            | 13%             | 21%   | 54%     |
| Currently Emergent Bilingual | 200            | 82%        | 27%   | 8%      | NA%                         | 14%               | 32%            | 23%             | 19%   | 8%      |
| Special Ed Indicator         | 43             | 70%        | 19%   | 7%      | 9%                          | 21%               | 33%            | 19%             | 12%   | 7%      |

The data from John B Connally High School reveals several noteworthy trends in US History performance across different student demographics. Overall, 90% of students approached the standard, with 52% meeting it and 23% mastering it. The performance of Asian students stands out, as they have the highest percentage of students meeting (78%) and mastering (37%) the standard. In contrast, students with economic disadvantages and those identified as special education display lower performance, with only 46% and 19% meeting the standard, respectively. The White student group shows a notably high mastery level at 54%, while the Hispanic and Black/African American students have lower mastery levels at 17% and 23%, respectively. Emergent bilingual students struggle significantly, with only 8% achieving mastery. These trends highlight disparities in achievement across different groups, indicating a need for targeted interventions to support underperforming demographics, particularly among economically disadvantaged, special education, and emergent bilingual students.

| College, Career, and Military Readiness        |              |                  |          |       |       |                   |   |
|--|--------------|------------------|----------|-------|-------|-------------------|---|
| College, Career, and Military Readiness (CCMR) |              |                  |          |       |       |                   |   |
|  | All Students | African American | Hispanic | White | Asian | Two or More Races | High Focus<br>High Focus (Eco Dis, EB, SPED, Foster, Migrant, Homeless) |
| Prior Year Rate - CHS 2022 CCMR Graduates      | 36%          | 23%              | 30%      | 48%   | 72%   | 50%               | 31%   |
| 2023 CCMR Graduates - CHS                      | 60%          | 52%              | 59%      | 70%   | 75%   | 57%               | 60%   |

The data on School Quality (CCMRs) for John B Connally High School reveals several trends in the performance of different student groups. Overall, there has been notable growth in the percentage of CCMR graduates from 2022 to 2023, particularly among African American and Hispanic students, who saw increases from 23% to 52% and 30% to 59%, respectively. These groups, alongside "High Focus" students, have met or exceeded interim targets, earning the school crucial component points. However, some groups, like Pacific Islanders, did not meet the interim target, as indicated by a 0% rate in 2023. Despite these challenges, the school has managed to accumulate a total of 10 component points towards its Domain 3 score, demonstrating significant progress in enhancing college, career, and military readiness among its diverse student population.

| TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM               |                    |                     |
|--|--------------------|---------------------|
| TELPAS Performance   |                    |                     |
|  | Emergent Bilingual | Total Earned Points |
| Progress in Achieving English Language Proficiency (EB/EL Current) |                    |                     |
| 2024 Target  | 34%                |                     |
| 2024 TELPAS Progress Rate  | 29%                |                     |
| 2024 TELPAS Progress   | 213                |                     |
| 2024 TELPAS Total  | 725                |                     |
| 2023 TELPAS Progress Rate  | 39%                |                     |
| Total Points   |                    | 0 out of possible 4 |

In examining the TELPAS performance data for John B Connally High School, there is a noticeable decline in the progress rate from 2023 to 2024. Specifically, the TELPAS Progress Rate decreased from 39% in 2023 to 29% in 2024, which is below the 2024 target of 34%. This indicates that there has been a reduction in the percentage of students making progress in achieving English language proficiency over the past year. Despite efforts to enhance English proficiency, the school has not met its set target for 2024, with the total progress points standing at 213 out of a possible 725. This trend suggests a need for strategies to improve English language learner support to meet future targets.

| UNIVERSAL SCREENER DATA                  |           |        |           |        |
|--|-----------|--------|-----------|--------|
| Renaissance/STAR 360                     |           |        |           |        |
|  | 2022-2023 |        | 2023-2024 |        |
|  | Fall      | Spring | Fall      | Spring |
| Reading - at or above district benchmark | 20%       | 25%    | 21%       | 34%    |
| Math- at or above district benchmark     | 22%       | 24%    | 38%       | 41%    |

The data from Renaissance/STAR 360 assessments for the academic years 2022-2023 and 2023-2024 reveals a positive trend in both reading and math performance at John B Connally High School. In reading, students at or above the district benchmark increased from 20% in Fall 2022 to 34% in Spring 2024, showing a steady improvement over the periods, with a notable jump in the last recorded semester. Math scores showed even more significant progress, with students meeting or exceeding the district benchmark rising from 22% in Fall 2022 to 41% in Spring 2024. The trends suggest effective interventions and teaching strategies have been implemented, leading to greater academic achievement in both subjects over the two years.

| PSAT/SAT PERFORMANCE |          |                       |                                      |                                    |                                     |  |
|----------------------|----------|-----------------------|--------------------------------------|------------------------------------|-------------------------------------|--|
| PSAT                 |          |                       |                                      |                                    |                                     |  |
| FALL 2024            | School   | Number of Test Takers | % of Test Takers Met Both Benchmarks | % of Test Takers Met ERW Benchmark | % of Test Takers Met Math Benchmark | % of Test Takers Met Reading Benchmark |
| FALL 2023            | School   | 601                   | 14%                                  | 34%                                | 16%                                 | 64%                                    |
|                      | District | 3,472                 | 26%                                  | 50%                                | 28%                                 | 48%                                    |

The PSAT data from John B Connally High School and its district for the falls of 2023 and 2024 reveals a few notable trends. At the school level, there was an increase in the number of test takers from 601 in 2023 to 723 in 2024. However, the percentage of students meeting both benchmarks decreased from 14% to 12%, while the percentage meeting the ERW benchmark remained steady at 34%. There was a slight decline in the percentage meeting the Math benchmark from 16% to 13%. Notably, the percentage of students not meeting any benchmarks stayed constant at 64%.

| CHS SAT PERFORMANCE |                       |                                   |                                   |                                 |                                 |                                  |                                  |                                 |                                 |                                  |     |         |     |         |     |          |     |         |    |           |    |                        |                          |      |
|---------------------|-----------------------|-----------------------------------|-----------------------------------|---------------------------------|---------------------------------|----------------------------------|----------------------------------|---------------------------------|---------------------------------|----------------------------------|-----|---------|-----|---------|-----|----------|-----|---------|----|-----------|----|------------------------|--------------------------|------|
|                     | Number of Test Takers | # Test Takers Met Both Benchmarks | % Test Takers Met Both Benchmarks | # Test Takers Met ERW Benchmark | % Test Takers Met ERW Benchmark | # Test Takers Met Math Benchmark | % Test Takers Met Math Benchmark | # Test Takers Met No Benchmarks | % Test Takers Met No Benchmarks | Score Distribution - Total Score |     |         |     |         |     |          |     |         |    |           |    | Total Score (400-1600) | Section Scores (200-800) |      |
|                     |                       |                                   |                                   |                                 |                                 |                                  |                                  |                                 |                                 | 400-590                          |     | 600-790 |     | 800-990 |     | 1000-119 |     | 1200-13 |    | 1400-1600 |    |                        | Reading and Writing      | Math |
|                     |                       |                                   |                                   |                                 |                                 |                                  |                                  |                                 |                                 |                                  |     |         |     |         |     |          |     |         |    |           |    |                        |                          |      |
|                     |                       |                                   |                                   |                                 |                                 |                                  |                                  |                                 |                                 | #                                | %   | #       | %   | #       | %   | #        | %   | #       | %  | #         | %  | #                      | %                        |      |
| Spring 2024         | 381                   | 41                                | 11%                               | 130                             | 34%                             | 49                               | 13%                              | 243                             | 64%                             | 38                               | 10% | 117     | 31% | 149     | 39% | 60       | 16% | 17      | 4% | 0         | 0% | 844                    | 429                      | 415  |
| Spring 2023         | 283                   | 40                                | 14%                               | 99                              | 35%                             | 42                               | 15%                              | 182                             | 64%                             | 10                               | 4%  | 94      | 33% | 108     | 38% | 57       | 20% | 12      | 4% | 2         | 1% | 873                    | 444                      | 429  |

In comparing the data from Spring 2023 to Spring 2024, a few notable trends emerge. The number of test takers increased significantly from 283 in Spring 2023 to 381 in Spring 2024. Despite this increase, the percentage of test takers meeting both benchmarks slightly decreased from 14% to 11%. The percentage of students meeting the Evidence-Based Reading and Writing (ERW) benchmark remained relatively stable, decreasing slightly from 35% to 34%, while those meeting the Math benchmark decreased from 15% to 13%. More test takers met no benchmarks in Spring 2024 (10%) compared to Spring 2023 (4%). In terms of score distribution, there was a decrease in the proportion of students scoring in the highest total score range (1400-1600), from 1% in Spring 2023 to 0% in Spring 2024, and a slight shift with more students scoring in the lower range (400-590) in Spring 2024. The average total score decreased from 873 to 844, indicating a slight decline in overall performance.

INDUSTRY BASED CERTIFICATIONS

| INDUSTRY BASED CERTIFICATION EARNED BY GRADUATES OF 2024 |    |     |
|--|----|-----|
| Earned an IBC  | 34 | 10% |

The data on Industry Based Certifications Earned by Graduates of 2024 indicate that 34 graduates earned an IBS, which represents 10% of the graduating class

| INDUSTRY BASED CERTIFICATION TESTING OF ALL STUDENTS |           |        |          |           |        |          |           |        |          |           |
|--|-----------|--------|----------|-----------|--------|----------|-----------|--------|----------|-----------|
| IBC Title (Course #)                                 | 2023-2024 |        |          | 2022-2023 |        |          | 2021-2022 |        |          | 2020-2021 |
|  | Attempted | Earned | % Earned | Attempted | Earned | % Earned | Attempted | Earned | % Earned | Attempted |
| Totals   | 150       | 110    | 43.45%   | 139       | 50     | 35.97%   | 61        | 22     | 36.07%   | 50        |

The data on Industry Based Certification Testing of All Students from 2020 to 2024 reveals several trends at John B Connally High School. The overall attempts at certifications have

increased over the years, from 50 in 2020-2021 to 150 in 2023-2024, indicating a growing interest in certification programs. Notably, the OSHA 10-hour certification shows a strong performance, consistently maintaining a high earning rate, with a perfect 100% in two of the four years and a significant 94.74% in 2023-2024. The Certified Clinical Medical Assistant program also shows improvement, with a rise in the percentage of certifications earned from 38% in 2021-2022 to 72.41% in 2023-2024. However, some programs, such as the Adobe Certified Professional - Premiere Pro, have seen a decrease in success rates over the years. For the 2023-2024 academic year, only 33.33% of students attempting the Adobe Premiere Pro certification were successful, and there were no attempts for the After Effects certification. Overall, while there is an upward trend in participation, the success rates vary significantly across different certifications, suggesting areas for targeted improvement.

STUDENT PARTICIPATION IN STAAR/EOC

| STAAR/EOC PARTICIPATION |              |                  |          |       |       |                  |             |
|-------------------------|--------------|------------------|----------|-------|-------|------------------|-------------|
|                         | All Students | African American | Hispanic | White | Asian | Two or More Race | High Focus^ |
| Target                  | 95%          | 95%              | 95%      | 95%   | 95%   | 95%              | 95%         |
| RLA                     |              |                  |          |       |       |                  |             |
| % Participation         | 95%          | 92%              | 95%      | 98%   | 98%   | 95%              | 94%         |
| # Participants          | 1,653        | 220              | 1,204    | 91    | 116   | 19               | 1,510       |
| Total Students          | 1,748        | 240              | 1,273    | 93    | 118   | 20               | 1,598       |
| Mathematics             |              |                  |          |       |       |                  |             |
| % Participation         | 93%          | 91%              | 92%      | 100%  | 96%   | 100%             | 92%         |
| # Participants          | 695          | 129              | 473      | 40    | 44    | 8                | 589         |
| Total Students          | 751          | 141              | 514      | 40    | 46    | 8                | 637         |

The STAAR/EOC participation data reveals several trends across different student groups. In RLA (Reading Language Arts), overall participation meets the target of 95%, with particular strengths in the White and Asian student groups, both at 98%. However, participation among African American students is slightly below target at 92%. In Mathematics, overall participation drops to 93%, with notable full participation from White and Two or More Race students at 100%. Again, African American and Hispanic students participated below the target, at 91% and 92% respectively. The High Focus group, which likely includes students needing additional support, shows a consistent participation rate just under target in both subjects, suggesting a need for targeted interventions to boost engagement among these students.

Student Learning Strengths

A positive trend in the 2023-2024 STAAR/EOC data is that a significant majority of students, 67%, are performing at or above the Approaches level, showing a strong foundation that can be built upon to achieve the targeted goals.

**Approaches Performance in Eng 2:** African American students have an Approaches Grade level rate of 66%, which is higher than the overall school rate (52%) and exceeds the performance of Hispanic, White, and Special Ed students.

**Renaissance/Star 360 Universal Screener:** Data indicates a positive trajectory in math performance from 2021-2022 to 2022-2023 (22% to 40%), while reading proficiency showed improvement within 2022-2023 (38% to 40%).

The overall attempts at IBC certifications have increased over the years, from 50 in 2020-2021 to 150 in 2023-2024, indicating a growing interest in certification programs.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The total percentage across all STAAR/EOC testing categories is currently at 36% (D rating), which is 5% below the desired 41% for a 'C' rating. **Root Cause:** Inconsistent instructional leadership over the last several years has greatly reduced the effectiveness of our Tier 1 instruction

**Problem Statement 2 (Prioritized):** Nearly 50% of Emergent Bilingual performed at 'did not meet low' levels on STAAR/EOC English 1 (48%) and STAAR/EOC English 2 (49%) **Root Cause:** While program design is in place to assist new-to-English students in the form of the Newcomers Academy and Sheltered English, more rigorous instruction within the program would help students develop stronger skills at a faster rate

**Problem Statement 3 (Prioritized):** A significant portion of students fall into the did not pass category in Algebra 1, with economic disadvantage and Hispanic students showing the highest percentages in this range (39.27% and 39.74%, respectively) **Root Cause:** Inexperienced staff with limited resources could not present content at skill levels developed enough to effectively address student prerequisite skill deficit

**Problem Statement 4 (Prioritized):** Students receiving special education services perform at the lowest percentage level compared to all other student groups across all five tested areas **Root Cause:** Student placement issues (students placed in the right instructional setting), inconsistent inclusion support within classes, and weak case management prevents students from stronger gains

**Problem Statement 5 (Prioritized):** The TELPAS Progress Rate decreased from 39% in 2023 to 29% in 2024, which is below the 2024 Closing the Gaps target of 34% **Root Cause:** Increased number of emergent bilingual students from 2022-2023 at 37% to 2023-2024 at 46% (see 'demographics' section) requires better campuswide instructional strategies to assist students acquiring English language

**Problem Statement 6 (Prioritized):** A substantial portion of SAT test takers, 64% in both years, did not meet any benchmarks, highlighting an urgent need for comprehensive strategies to support these students **Root Cause:** A lack of College Board awareness among students and families has relegated the exam to an assessment deemed unnecessary by large parts of the student body

**Problem Statement 7 (Prioritized):** While there is an upward trend in IBC participation, the success rates vary significantly across different certifications (OSHA at 95% compared to Adobe Premiere Pro at 33%), suggesting areas for targeted improvement. **Root Cause:** Test certification content changes and instructors are not focused on preparing students adequately for the exams

**Problem Statement 8 (Prioritized):** The percentage of students who demonstrate performance levels at 'Meets' level is currently 10% points below State target in RLA (34% below target of 44%) and 25% points below Closing the Gaps target in Math (13% below target of 38%) **Root Cause:** Prerequisite skill level deficits in Reading and Math interfere with student mastery of grade level content

**Problem Statement 9 (Prioritized):** Comparison students performance in ELA and Math from 2022-2023 to 2023-2024 demonstrate an overall growth rate of 53%, which equates to a State rating of F for Academic Growth **Root Cause:** The campus intervention efforts for students who demonstrate a need for assistance in Reading or Math prior to taking the next level Reading or Math assessment, or for students who need to retake Reading or Math assessments requires closer monitoring and increased training on intervention curriculum and strategies

**Problem Statement 10 (Prioritized):** STAAR/EOC participation rates are below the State target of 95% for African-American (92%) and High-focus Groups (94%) in RLA and for African-American (91%), Hispanic (92%) and High-focus Groups (92%) in Math **Root Cause:** This parallels both attendance concerns and STAAR/EOC perception concerns documented with this plan

**Problem Statement 11 (Prioritized):** STAAR/EOC US History data demonstrates that the White student group shows a notably high mastery level at 54%, while the Hispanic and Black/African American students have lower mastery levels at 17% and 23%, respectively, and emergent bilingual students struggle significantly with only 8% achieving at mastery

level. **Root Cause:** Instruction in US History where student performance on STAAR/EOC tends to be more advanced than Reading and Math often does not focus on how to increase academically successful students' performance on STAAR/EOC to Mastery levels

**Problem Statement 12 (Prioritized):** Students with economic disadvantages and those who are emergent bilinguals show lower mastery levels on STAAR/EOC Biology at 6% and 4% respectively **Root Cause:** Instruction in Biology where student performance on STAAR/EOC tends to be more advanced than Reading and Math often does not focus on how to increase academically successful students' performance on STAAR/EOC to Mastery levels



# School Processes & Programs

## School Processes & Programs Summary

### STUDENT PROGRAMS

| STUDENT PROGRAMS                            | 2023-2024 |         | 2022-2023 |         | 2021-2022 |         | 2020-2021 |         | 2019-2021 |         |
|---|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|
|   | COUNT     | PERCENT | COUNT     | PERCENT | COUNT     | PERCENT | COUNT     | PERCENT | COUNT     | PERCENT |
| <b>Bilingual/ESL</b>                        |           |         |           |         |           |         |           |         |           |         |
| Emergent Bilingual (EB)                     | 833       | 46%     | 616       | 37%     | 598       | 33%     | 536       | 30%     | 448       | 25%     |
| English as a Second Language (ESL)          | 545       | 30%     | 524       | 32%     | 519       | 29%     | 529       | 30%     | 445       | 25%     |
| Alternative ESL Language Program            | 281       | 15%     | 84        | 5%      | 74        | 4%      | 0         | 0%      | 0         | 0%      |
| <b>Career and Technical Education (CTE)</b> |           |         |           |         |           |         |           |         |           |         |
| P-Tech                                      | 54        | 3%      | 56        | 3%      | 33        | 2%      | 0         | 0%      | 0         | 0%      |
| <b>Special Academic Programs</b>            |           |         |           |         |           |         |           |         |           |         |
| Dyslexia                                    | 74        | 4%      | 67        | 4%      | 61        | 3%      | 64        | 4%      | 49        | 3%      |
| Gifted and Talented                         | 146       | 8%      | 150       | 9%      | 150       | 8%      | 162       | 9%      | 155       | 9%      |
| Special Education (SPED)                    | 234       | 13%     | 257       | 15%     | 285       | 16%     | 251       | 14%     | 234       | 13%     |
| Section 504                                 | 159       | 9%      | 137       | 8%      | 136       | 8%      | 139       | 8%      | 122       | 7%      |
| <b>At Risk /Economically Disadvantaged</b>  |           |         |           |         |           |         |           |         |           |         |
| At Risk                                     | 1,284     | 71%     | 1132      | 68%     | 1348      | 75%     | 1170      | 66%     | 1137      | 64%     |
| Economic Disadvantage Total                 | 1197      | 66%     | 980       | 59%     | 1113      | 62%     | 1149      | 65%     | 1256      | 70%     |
| Homeless Status Total                       | 21        | 1%      | 12        | 1%      | 20        | 1%      | 23        | 1%      | 24        | 1%      |
| Intervention Indicator                      | 607       | 33%     | 558       | 34%     | 93        | 5%      | 292       | 17%     | 279       | 16%     |

Over the past five years, the data from John B Connally High School indicates several trends across various student programs. There is a significant increase in participation in Bilingual/ESL programs, particularly among Emergent Bilingual students, whose numbers have risen from 25% in 2019-2021 to 46% in 2023-2024. Similarly, the Alternative ESL Language Program has seen growth, from 0% in 2020-2021 to 15.47% in 2023-2024. In contrast, the Special Education program has seen a decrease in participation from a peak of 15.93% in 2021-2022 to 12.88% in 2023-2024. The At Risk category shows a fluctuating trend, recently increasing from 68% in 2022-2023 to 71% in 2023-2024, while economically disadvantaged students have consistently made up a significant portion of the student body, though slightly decreasing from 70.48% in 2019-2021 to 65.88% in 2023-2024. Notably, there's a marked increase in students identified under the intervention indicator, from 5.20% in 2021-2022 to 33.41% in 2023-2024, highlighting an intensified focus on intervention strategies. These trends suggest a growing demand for bilingual education and support services, alongside an increased focus on interventions to support at-risk and emergent bilingual students.

# ACCELERATED LEARNING

| Accelerated Learning RLA and Math  |       |       |            |
|------------------------------------|-------|-------|------------|
|                                    | Count | Point | Calculated |
| Tests Earning 0 Points             | 274   | 0     | 0          |
| Tests Earning 1 Point              | 86    | 1     | 86         |
| Accelerated Learning Points Earned |       |       | 86         |
| Total Tests Evaluated              |       |       | 360        |
| Accelerated Learning Score         |       |       | 24         |

The data on Accelerated Learning in RLA and Math indicates that out of 360 tests evaluated, a significant majority of 274 tests earned 0 points, while only 86 tests earned 1 point each. This results in a total of 86 Accelerated Learning Points Earned, which translates to an Accelerated Learning Score of 24. The trend suggests that a substantial portion of the evaluated tests did not meet the criteria for earning points, highlighting a potential area for intervention to improve student performance in accelerated learning programs. This data may suggest the need for additional resources or instructional strategies to better support students in achieving higher scores.

| STAAR/EOC INTERVENTION |            |
|------------------------|------------|
| Math Only              | 113        |
| Reading Only           | 246        |
| Math/Reading (both)    | 121        |
| <b>TOTAL STUDENTS</b>  | <b>480</b> |

During the STAAR/EOC intervention at John B Connally High School, a total of 480 students received targeted assistance during 30 minute Advisory period each day. Of these, 113 students participated in interventions focused solely on Math, while 246 students engaged in reading-specific interventions. Additionally, 121 students were involved in interventions that addressed both Math and Reading, ensuring comprehensive support for their academic needs. This strategic approach highlights the school's commitment to improving student outcomes across critical subject areas. Additionally, 111 9th grade students were scheduled into Strategic Learning, a course that supplemented Algebra 1 by providing an additional 90-minute instructional period with small groups of 15 or fewer students as part of the regular weekly course schedule.

# TEXAS TEACHER EVALUATION AND SUPPORT SYSTEM: TTESS

| Texas Teacher Evaluation and Support System (TTESS): 2023-2024 |               |              |            |            |                    |                            |
|--|---------------|--------------|------------|------------|--------------------|----------------------------|
|  | Distinguished | Accomplished | Proficient | Developing | Improvement Needed | Non-TESS Staff (no rating) |
| DOMAIN 1: PLANNING   |               |              |            |            |                    |                            |
| 1.1 Standards & Alignment                                      | 6.25%         | 44.79%       | 30.21%     | 2.08%      | 0%                 | 16.67%                     |
| 1.2 Data & Assessment  | 4.17%         | 25.00%       | 46.88%     | 7.29%      | 0%                 | 16.67%                     |
| 1.3 Knowledge of Students                                      | 15.63%        | 36.46%       | 31.25%     | 0%         | 0%                 | 16.67%                     |
| 1.4 Activities   | 12.50%        | 28.13%       | 34.38%     | 8.33%      | 0%                 | 16.67%                     |

**Texas Teacher Evaluation and Support System (TTESS): 2023-2024**

**DOMAIN 2: INSTRUCTION**

|                                   |       |        |        |       |    |        |
|-----------------------------------|-------|--------|--------|-------|----|--------|
| 2.1 Achieving Expectations        | 5.21% | 37.50% | 35.42% | 3.13% | 0% | 18.75% |
| 2.2 Content Knowledge & Expertise | 9.38% | 40.63% | 29.17% | 3.13% | 0% | 17.71% |
| 2.3 Communication                 | 9.38% | 40.63% | 29.17% | 3.13% | 0% | 17.71% |
| 2.4 Differentiation               | 4.17% | 26.04% | 43.75% | 8.33% | 0% | 17.71% |
| 2.5 Monitor & Adjust              | 3.13% | 32.29% | 39.58% | 7.29% | 0% | 17.71% |

**DOMAIN 3: LEARNING ENVIRONMENT**

|  |        |        |        |       |    |        |
|--|--------|--------|--------|-------|----|--------|
| 3.1 Classroom Environment, Routines & Procedures | 10.42% | 43.75% | 26.04% | 2.08% | 0% | 17.71% |
| 3.2 Managing Student Behavior                    | 10.42% | 47.92% | 21.88% | 2.08% | 0% | 17.71% |
| 3.3 Classroom Culture                            | 19.79% | 41.67% | 18.75% | 2.08% | 0% | 17.71% |

The teacher evaluation data from the Texas Teacher Evaluation and Support System (TTESS) for the 2023-2024 academic year highlights several key trends across three domains: Planning, Instruction, and Learning Environment. In the Planning domain, the majority of teachers are rated as Accomplished or Proficient, with a notable strength in Standards & Alignment and Knowledge of Students. In the Instruction domain, teachers excel in Communication and Content Knowledge & Expertise, again with most ratings in the Accomplished and Proficient categories. Differentiation and Monitor & Adjust show room for growth, as evidenced by a higher percentage of Proficient ratings. The Learning Environment domain reveals strong performances in Classroom Environment, Routines & Procedures, and Managing Student Behavior, with significant percentages in the Accomplished category, while Classroom Culture also stands out with a high percentage of Distinguished ratings. Overall, these trends indicate that while John B Connally High School teachers are largely effective, there are opportunities for development, particularly in differentiation and adaptive instructional strategies.

**SAFETY AND SECURITY**

| <b>STUDENT DISCIPLINE OFFENSES</b> | <b>NUMBER OF OCCURRENCES</b> |                  |
|------------------------------------|------------------------------|------------------|
|                                    | <b>2023-2024</b>             | <b>2022-2023</b> |
| AGGR ASSLT AGNST NON SCHL EMP      | 1                            | 1                |
| ARSON                              | 1                            | 1                |
| ASSAULT AGNST NON SCHL EMPL/VO     | 10                           | 4                |
| ASSAULT AGNST SCHL EMPL/VOL        | 1                            | 3                |
| CHEATING/ACADEMIC DISHONESTY       | 8                            | 2                |
| CRIMINAL MISCHIEF                  | 2                            | 0                |
| DAEP-SERIOUS MISBEHAVIOR           | 1                            | 0                |
| DISHONESTY                         | 13                           | 8                |
| DISRESPECT/RUDE COMMENTS/ACTIO     | 59                           | 97               |
| DISRUPTIVE CLASSROOM BEHAVIOR      | 125                          | 120              |

| STUDENT DISCIPLINE<br>OFFENSES | NUMBER OF<br>OCCURRENCES |           |
|--------------------------------|--------------------------|-----------|
|                                | 2023-2024                | 2022-2023 |
| EXCESSIVE TARDINESS            | 71                       | 49        |
| EXTREME/PERSISTENT DEFIANCE    | 26                       | 7         |
| FAILURE TO ATTEND ASSIGNED DET | 38                       | 0         |
| FAILURE TO REPORT SECURITY THR | 2                        | 0         |
| FELONY NON T5 NOT SCHOOL EVENT | 1                        | 0         |
| FELONY T5,PC NOT AT SCHOOL EVE | 2                        | 3         |
| FIGHTING/MUTUAL EXCL PENAL CD  | 23                       | 28        |
| GAMBLING NON-FELONY            | 2                        | 9         |
| GANG RELATED ACTIVITY/DRESS    | 0                        | 2         |
| HALL/CAFETERIA VIOLATION       | 1                        | 11        |
| INAPPROPRIATE LANGUAGE/GESTURE | 17                       | 22        |
| INSUBORDINATION/FAIL TO COMPLY | 155                      | 161       |
| LEAVE SCHOOL GROUNDS W/OUT     | 30                       | 36        |
| MISBEHAVIOR FOR SUBSTITUTE     | 16                       | 6         |
| PHYSICAL AGRESSIVE BEHAVIOR    | 21                       | 20        |
| POSSESS PISD PROHIBITED ITEM   | 5                        | 3         |
| POSSESS/USE MATCHES/LIGHTER    | 4                        | 0         |
| POSSESS/USE TOBACCO HEALTH COD | 1                        | 4         |
| POSSESS/USE TOBACCO PRODUCTS   | 6                        | 10        |
| PSGDU E-CIG TEC 37.006(a)(2)   | 23                       | 0         |
| PSGUDUI CNTRLD SUB EFF 9/1/23  | 2                        | 0         |
| PSGUDUI MARIJUANA THC 37.006a2 | 41                       | 68        |
| PUBLIC DISPLAY OF AFFECTION    | 4                        | 4         |
| PUBLIC LEWDNESS                | 2                        | 0         |
| ROUGHHOUSING / HORSEPLAY       | 4                        | 4         |
| SKIPPING/NOT IN ASSIGNED AREA  | 857                      | 941       |
| TERRORISTIC THREAT             | 1                        | 1         |
| THEFT-NON FELONY               | 3                        | 2         |
| TRESPASSING                    | 2                        | 1         |

| STUDENT DISCIPLINE OFFENSES      | NUMBER OF OCCURRENCES |           |
|----------------------------------|-----------------------|-----------|
|                                  | 2023-2024             | 2022-2023 |
| TRUANCY                          | 104                   | 10        |
| UEP FIREARM-TEC 37.007           | 3                     | 0         |
| UEP ILLEGAL KNIFE-TEC 37.007     | 1                     | 0         |
| VANDALIZE SCHOOL PROP FEL        | 2                     | 0         |
| VANDALIZE SCHOOL PROP NON-FELONY | 1                     | 1         |
| VERBAL ABUSE/THREATEN PHYSICAL   | 8                     | 18        |
| VIOLATION OF COMPUTER USE        | 2                     | 0         |
| VIOLATION OF SAFETY RULES        | 69                    | 2         |

During the 2023-2024 school year, several trends in student offenses at John B Connally High School have emerged when compared to the previous year, 2022-2023. Notably, there has been a significant increase in certain behaviors, such as "Extreme/Persistent Defiance," which rose from 7 to 26 occurrences, and "Failure to Attend Assigned Detention," which went from 0 to 38. "Dishonesty" and "Cheating/Academic Dishonesty" also saw increases. Conversely, some offenses like "Skipping/Not in Assigned Area" have decreased, with the latter dropping from 941 to 857 occurrences. Incidents related to "PSGUDUI Marijuana THC" fell from 68 in 2022-2023 to 41 in 2023-2024.

## PROFESSIONAL LEARNING COMMUNITIES

PLC collaboration enables teachers to dive into data together and create lesson designs that help all students succeed.

Core area PLCs meet two times a week on block schedule. During this time they address the 4 PLC questions:

- 1. What do we want our students to learn?
- 2. How will we know if each student has learned it?
- 3. How will we respond when they do not learn it?
- 4. How will we respond when some students already know it?

**Academy meetings** (by grade level) are held once a month to disseminate campus information, talk about student success, teacher needs, student data, and celebrations.

## TECHNOLOGY

**Technology:** All students now have access to a 1x1 initiative with the district distribution of Chromebooks as a response to virtual learning requirements. All Chromebooks were turned in at the close of the year in order for new Chromebooks to be distributed at the start of the 2024-2025 school year. Options were provided for students to purchase old Chromebooks at greatly reduced prices if they wanted.

All teachers have district-assigned laptops.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students who retake STAAR/EOC exams due to unsuccessful performance do not pass when they take the exam again **Root Cause:** Lack of consistency in Accelerated Instruction throughout the year interferes with student progressing in preparation for retesting

**Problem Statement 2 (Prioritized):** TTESS summative data demonstrates that while John B Connally High School teachers are largely effective, there are opportunities for development, particularly in differentiation (adaptive instructional strategies) which averaged 52% at proficiency or below. **Root Cause:** Lack of direction in and lack of allocated time for campus-level professional development mitigates teacher development of new strategies that assist in differentiation

**Problem Statement 3 (Prioritized):** "Skipping/Not in Assigned Area" decreased from 941 in 2022-2023 to 857 in 2023-2024 but persists at high levels **Root Cause:** Lack of administrative follow-through supports student perceptions that not attending class is acceptable

# Perceptions

## Perceptions Summary

STUDENT ATTENDANCE

| STUDENT ATTENDANCE       |             |             |             |             |
|--------------------------|-------------|-------------|-------------|-------------|
| Year                     | 2023 - 2024 | 2022 - 2023 | 2021 - 2022 | 2020 - 2021 |
| Percent in Attendance    | 84.0%       | 84.9%       | 82.7%       | 87.3%       |
| Chronic Absenteeism Rate | 48.5%       | 43.9%       | 49.5%       | 30.3%       |

The student attendance data from John B Connally High School over the past four academic years reveals a downward trend in the overall percent of students in attendance, decreasing from 87.3% in 2020-2021 to 84.0% in 2023-2024. Conversely, the chronic absenteeism rate has shown an upward trend, rising significantly from 30.3% in 2020-2021 to 48.5% in 2023-2024. Notably, there was a slight improvement in attendance during the 2022-2023 school year, where the attendance rate increased to 84.9% from 82.7% the previous year, and a corresponding decrease in the absenteeism rate from 49.5% to 43.9%. However, this improvement was not sustained in the following year, indicating a need for strategies to address and reverse these trends.

STUDENT DISCIPLINE

| Discipline Action Group Summary 2024 |                    |                      |                 |                                 |               |                |               |
|--------------------------------------|--------------------|----------------------|-----------------|---------------------------------|---------------|----------------|---------------|
| Student Group                        | Number of Students | In School Suspension | Home Suspension | Placement at Opportunity Center | Total Actions | Total Students | Total Percent |
| All                                  | 2,122              | 19.09%               | 8.72%           | 5.04%                           | 1,432         | 447            | 21.07%        |
| Asian                                | 173                | 6.94%                | 4.05%           | 1.16%                           | 34            | 14             | 8.09%         |
| Black or African American            | 335                | 30.75%               | 13.73%          | 8.96%                           | 382           | 109            | 32.54%        |
| Hispanic/Latino                      | 1,420              | 18.66%               | 8.45%           | 4.86%                           | 935           | 297            | 20.92%        |
| American Indian or Alaska Native     | 6                  | 50.00%               | 16.67%          | 0.00%                           | 4             | 3              | 50.00%        |

| Discipline Action Group Summary 2024      |       |        |        |       |       |     |        |
|---|-------|--------|--------|-------|-------|-----|--------|
| Native Hawaiian or Other Pacific Islander | 3     | 0.00%  | 0.00%  | 0.00% | 0     | 0   | 0.00%  |
| Two or More Races                         | 28    | 10.71% | 7.14%  | 0.00% | 10    | 3   | 10.71% |
| White                                     | 157   | 12.10% | 5.73%  | 3.82% | 67    | 21  | 13.38% |
| Female                                    | 1,027 | 16.85% | 7.79%  | 5.06% | 594   | 194 | 18.89% |
| Male                                      | 1,095 | 21.19% | 9.59%  | 5.02% | 838   | 253 | 23.11% |
| Special Education - Summer                | 265   | 21.13% | 9.81%  | 7.55% | 210   | 61  | 23.02% |
| At Risk - Fall                            | 1,284 | 25.55% | 11.29% | 6.62% | 1,202 | 359 | 27.96% |
| ESL - Fall                                | 545   | 21.65% | 8.99%  | 4.22% | 409   | 128 | 23.49% |
| Section 504 - Summer                      | 184   | 23.91% | 9.24%  | 4.35% | 131   | 45  | 24.46% |

The Discipline Action Group Summary for 2024 reveals significant disparities in disciplinary actions across different student groups. Notably, the Black or African American and American Indian or Alaska Native student groups experience the highest rates of disciplinary actions, with 32.54% and 50.00% respectively, compared to the overall 21.07%. Male students (23.11%) face higher disciplinary actions than female students (18.89%). The data also highlights that students identified as "At Risk" and those in Special Education programs have elevated rates of disciplinary actions, at 27.96% and 23.02% respectively. Conversely, Asian students and Native Hawaiian or Other Pacific Islander students have the lowest disciplinary action rates, at 8.09% and 0.00% respectively. These trends suggest a need for targeted interventions to address the underlying causes of disciplinary actions in certain student groups.

| STAFF SURVEY                          |          |         |          |                      |
|---------------------------------------|----------|---------|----------|----------------------|
| UPBEAT STAFF SURVEY DATA: Spring 2024 |          |         |          |                      |
| CATEGORY                              | Positive | Neutral | Negative | Compared to District |
| Parent/Teacher Communication          | 60       |         | 40       | -3                   |
| Professional Development              | 59       |         | 41       | -11                  |
| Autonomy                              | 85       |         | 15       | -2                   |
| Principal/Teacher Trust               | 85       |         | 15       | -1                   |
| Instructional Leadership              | 77       |         | 23       | -9                   |
| School Safety & Order                 | 40       | 3       | 57       | -29                  |



| UPBEAT STAFF SURVEY DATA: Spring 2024 |    |    |    |     |
|---------------------------------------|----|----|----|-----|
| Appreciation                          | 67 |    | 33 | -11 |
| Collaboration                         | 82 |    | 18 | -3  |
| Work/Life Balance                     | 73 |    | 27 | 2   |
| Resources & Facilities                | 78 | 1  | 21 | -8  |
| Self-Efficacy                         | 83 |    | 17 | -8  |
| Teacher Evaluation                    | 79 |    | 21 | -6  |
| Teacher Voice & Leadership            | 68 |    | 32 | -11 |
| Recruitment, Hiring & Onboarding      | 78 |    | 22 | -8  |
| Compensation & Career Path            | 50 |    | 50 | 0   |
| Belonging & Wellbeing                 | 84 |    | 16 | -2  |
| Diversity                             | 81 |    | 19 | -3  |
| Equity                                | 93 |    | 7  | 0   |
| Inclusion                             | 75 |    | 25 | -15 |
| Cultural Competence                   | 66 |    | 34 | -7  |
| Care & Commitment                     | 73 |    | 27 | -15 |
| Student Engagement                    | 66 | 26 | 8  | -6  |
| Satisfaction & Purpose                | 80 | 20 | -7 | -7  |

The survey data from Spring 2024 at John B Connally High School reveals several significant trends. High positive responses are evident in categories such as Equity (93% positive), Autonomy, and Principal/Teacher Trust (both at 85% positive), indicating strong satisfaction in these areas. The school also shows robust results in Collaboration, Resources & Facilities, and Belonging & Wellbeing, with positive ratings above 70%. However, School Safety & Order stands out negatively, with only 40% positive responses and a notably higher negative score (57%), reflecting a critical area for improvement, especially given its significant deviation from the district average (-29). Similarly, Professional Development, Appreciation, Teacher Voice & Leadership, and Care & Commitment also reflect lower comparative scores and areas needing attention. Despite some strong areas, there is a clear need to address issues related to safety and professional growth to align more closely with district expectations and improve overall staff satisfaction.

| GRADUATION/DROP OUT RATE |       |          |        |
|--------------------------|-------|----------|--------|
| Graduation Rate          |       |          |        |
|                          | STATE | DISTRICT | CAMPUS |
| Class of 2023            |       |          |        |
| Graduated                | 90%   | 93%      | 82%    |
| Class of 2022            |       |          |        |
| Graduated                | 90%   | 93%      | 84%    |

The data on graduation rates reveals that both the state and district have maintained a consistent graduation rate of 90% and 93% respectively for the Classes of 2022 and 2023. However, there is a slight decline observed at the campus level, with the graduation rate dropping from 84% in the Class of 2022 to 82% in the Class of 2023. This indicates a potential area for improvement at John B Connally High School, as the campus graduation rate has not only decreased but also falls below both the state and district averages. Addressing this trend may involve examining factors unique to the campus that could be influencing student graduation rates.

| Annual Drop Out Rates (9th-12th Graders) |           |           |           |
|--|-----------|-----------|-----------|
|  | 2020-2021 | 2021-2022 | 2022-2023 |
| State                                    | 2.4%      | 2.2%      | 2.0%      |
| District-PfISD                           | 1.3%      | 1.5%      | 1.6%      |
| All Students - CHS                       | 3.2%      | 4.7%      | 3.9%      |

The dropout rates for 9th to 12th graders show different trends at the state, district, and school levels over the three academic years from 2020-2021 to 2022-2023. At the state level, there is a consistent decline in dropout rates, decreasing from 2.4% in 2020-2021 to 2.0% in 2022-2023. In contrast, the Pflugerville Independent School District (PfISD) experienced a slight increase in dropout rates, from 1.3% to 1.6% over the same period. At John B. Connally High School (CHS), there was a notable fluctuation, with an initial increase from 3.2% in 2020-2021 to 4.7% in 2021-2022, followed by a decrease to 3.9% in 2022-2023. These trends suggest a need for targeted interventions at CHS and within the district to address the increasing dropout rates, while the state’s overall decline indicates potential successful strategies that could be examined for broader application.

PARENT/TEACHER CONTACT

| SchoolStatus Parent Contact for 2023-2024 2nd Semester |       |
|--|-------|
| Method   | Total |
| Call   | 324   |
| Email  | 3666  |
| Text   | 6940  |
| TOTAL  | 10930 |

In the 2023-2024 second semester at John B Connally High School, the SchoolStatus Parent Contact data reveals a trend in communication preferences. Text messaging is the most frequently used method of contact, accounting for 6,940 out of 10,930 total interactions, which is approximately 63.5% of all communications. Email follows as the second most common method, comprising 3,666 contacts, or about 33.5% of the total. Phone calls represent the least used method, with only 324 instances, making up roughly 3% of all contacts. This data suggests a strong preference for digital communication methods, particularly text messaging, over more traditional means such as phone calls.

Perceptions Strengths

High positive responses are evident in categories such as Equity (93% positive), Autonomy, and Principal/Teacher Trust (both at 85% positive), indicating strong satisfaction in these areas

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** The Black or African American student group experiences the highest rates of disciplinary actions, with 32.54% compared to the overall 21.07% and despite representing only 16% of the campus demographic make-up. **Root Cause:** Teacher defensiveness regarding issues of disproportionality make addressing the issue embedded within school culture difficult to address

**Problem Statement 2 (Prioritized):** School Safety & Order stands out negatively, with only 40% positive responses and a notably higher negative score (57%), reflecting a critical area for improvement, especially given its significant deviation from the district average (-29) **Root Cause:** Change in campus leadership over the last several years has left the campus without a consistent safety and discipline practice

**Problem Statement 3 (Prioritized):** By the 2022-2023 school year, the graduation rate significantly decreased to 82.4% from 95.4% in 2019-2020 with the number of leavers identified at 72 **Root Cause:** The downward trend in attendance and increased levels of chronic absenteeism indicate that the relevance of public education has weakened across the community within the last several years

**Problem Statement 4 (Prioritized):** While dropout rates for CHS students reduced from 2021-2022 to 2022-2023, the latest reported rate from 2022-2023 at 3.9% is nearly twice as high as the State rate **Root Cause:** The campus outreach and intervention systems for students at-risk of not graduating are not comprehensive enough to assist struggling students

**Problem Statement 5 (Prioritized):** Over the past five academic years, student attendance at John B Connally High School has shown a declining trend from 90.9% in 2019-2020 to 84.0% in 2023-2024 while the chronic absenteeism rate has shown an upward trend, rising significantly from 30.3% in 2020-2021 to 48.5% in 2023-2024 **Root Cause:** The importance of attendance and the consequences of non-attendance has fallen in priority for families and underscores a decline in community understanding regarding the relevance of public education as is evidenced by our declining graduation rate

**Problem Statement 6 (Prioritized):** Phone calls represent the least used method, with only 324 instances out of a total of 10,930 phone, email, and text contact registered in School Status, making up roughly only 3% of all contacts **Root Cause:** Teachers do not feel they have the time or the skill to engage in one-on-one phone conversations with families

# Priority Problem Statements

**Problem Statement 1:** Teachers identified as 'beginning' regarding experience have increased in three years from six in 2020-2021 to twenty-four in 2023-2024

**Root Cause 1:** Teachers leaving the profession resulting in the need to recruit novice instructors coupled with the challenges of teaching on an increasingly bilingual campus

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The total percentage across all STAAR/EOC testing categories is currently at 36% (D rating), which is 5% below the desired 41% for a 'C' rating.

**Root Cause 2:** Inconsistent instructional leadership over the last several years has greatly reduced the effectiveness of our Tier 1 instruction

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Nearly 50% of Emergent Bilingual performed at 'did not meet low' levels on STAAR/EOC English 1 (48%) and STAAR/EOC English 2 (49%)

**Root Cause 3:** While program design is in place to assist new-to-English students in the form of the Newcomers Academy and Sheltered English, more rigorous instruction within the program would help students develop stronger skills at a faster rate

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** A significant portion of students fall into the did not pass category in Algebra 1, with economic disadvantage and Hispanic students showing the highest percentages in this range (39.27% and 39.74%, respectively)

**Root Cause 4:** Inexperienced staff with limited resources could not present content at skill levels developed enough to effectively address student prerequisite skill deficit

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Students receiving special education services perform at the lowest percentage level compared to all other student groups across all five tested areas

**Root Cause 5:** Student placement issues (students placed in the right instructional setting), inconsistent inclusion support within classes, and weak case management prevents students from stronger gains

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** The TELPAS Progress Rate decreased from 39% in 2023 to 29% in 2024, which is below the 2024 Closing the Gaps target of 34%

**Root Cause 6:** Increased number of emergent bilingual students from 2022-2023 at 37% to 2023-2024 at 46% (see 'demographics' section) requires better campuswide instructional strategies to assist students acquiring English language

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** A substantial portion of SAT test takers, 64% in both years, did not meet any benchmarks, highlighting an urgent need for comprehensive strategies to support these students

**Root Cause 7:** A lack of College Board awareness among students and families has relegated the exam to an assessment deemed unnecessary by large parts of the student body

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Students who retake STAAR/EOC exams due to unsuccessful performance do not pass when they take the exam again

**Root Cause 8:** Lack of consistency in Accelerated Instruction throughout the year interferes with student progressing in preparation for retesting

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** School Safety & Order stands out negatively, with only 40% positive responses and a notably higher negative score (57%), reflecting a critical area for improvement, especially given its significant deviation from the district average (-29)

**Root Cause 9:** Change in campus leadership over the last several years has left the campus without a consistent safety and discipline practice

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** By the 2022-2023 school year, the graduation rate significantly decreased to 82.4% from 95.4% in 2019-2020 with the number of leavers identified at 72

**Root Cause 10:** The downward trend in attendance and increased levels of chronic absenteeism indicate that the relevance of public education has weakened across the community within the last several years

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** A predominantly White teaching staff, with 88 teachers in 2023, contrasts with the student body that is significantly more diverse including a significant increase in Hispanic-Latino students (58.53% in 2019-2020 to 65.71% in 2023-2024)

**Root Cause 11:** Teacher exit times (last minute end-of-summer) and adjusting budget constraints compete with a proactive hiring practice that would allow for more time and breadth in staffing initiatives

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** The percentage of students who demonstrate performance levels at 'Meets' level is currently 10% points below State target in RLA (34% below target of 44%) and 25% points below Closing the Gaps target in Math (13% below target of 38%)

**Root Cause 12:** Prerequisite skill level deficits in Reading and Math interfere with student mastery of grade level content

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** Comparison students performance in ELA and Math from 2022-2023 to 2023-2024 demonstrate an overall growth rate of 53%, which equates to a State rating of F for Academic Growth

**Root Cause 13:** The campus intervention efforts for students who demonstrate a need for assistance in Reading or Math prior to taking the next level Reading or Math assessment, or for students who need to retake Reading or Math assessments requires closer monitoring and increased training on intervention curriculum and strategies

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** While there is an upward trend in IBC participation, the success rates vary significantly across different certifications (OSHA at 95% compared to Adobe Premiere Pro at 33%), suggesting areas for targeted improvement.

**Root Cause 14:** Test certification content changes and instructors are not focused on preparing students adequately for the exams

**Problem Statement 14 Areas:** Student Learning

**Problem Statement 15:** TTESS summative data demonstrates that while John B Connally High School teachers are largely effective, there are opportunities for development, particularly in differentiation (adaptive instructional strategies) which averaged 52% at proficiency or below.

**Root Cause 15:** Lack of direction in and lack of allocated time for campus-level professional development mitigates teacher development of new strategies that assist in differentiation

**Problem Statement 15 Areas:** School Processes & Programs

**Problem Statement 16:** "Skipping/Not in Assigned Area" decreased from 941 in 2022-2023 to 857 in 2023-2024 but persists at high levels

**Root Cause 16:** Lack of administrative follow-through supports student perceptions that not attending class is acceptable

**Problem Statement 16 Areas:** School Processes & Programs

**Problem Statement 17:** The Black or African American student group experiences the highest rates of disciplinary actions, with 32.54% compared to the overall 21.07% and despite representing only 16% of the campus demographic make-up.

**Root Cause 17:** Teacher defensiveness regarding issues of disproportionality make addressing the issue embedded within school culture difficult to address

**Problem Statement 17 Areas:** Perceptions

**Problem Statement 18:** STAAR/EOC participation rates are below the State target of 95% for African-American (92%) and High-focus Groups (94%) in RLA and for African-American (91%), Hispanic (92%) and High-focus Groups (92%) in Math

**Root Cause 18:** This parallels both attendance concerns and STAAR/EOC perception concerns documented with this plan

**Problem Statement 18 Areas:** Student Learning

**Problem Statement 19:** STAAR/EOC US History data demonstrates that the White student group shows a notably high mastery level at 54%, while the Hispanic and Black/African American students have lower mastery levels at 17% and 23%, respectively, and emergent bilingual students struggle significantly with only 8% achieving at mastery level.

**Root Cause 19:** Instruction in US History where student performance on STAAR/EOC tends to be more advanced than Reading and Math often does not focus on how to increase academically successful students' performance on STAAR/EOC to Mastery levels

**Problem Statement 19 Areas:** Student Learning

**Problem Statement 20:** Students with economic disadvantages and those who are emergent bilinguals show lower mastery levels on STAAR/EOC Biology at 6% and 4% respectively

**Root Cause 20:** Instruction in Biology where student performance on STAAR/EOC tends to be more advanced than Reading and Math often does not focus on how to increase academically successful students' performance on STAAR/EOC to Mastery levels

**Problem Statement 20 Areas:** Student Learning

**Problem Statement 21:** Over the past five academic years, student attendance at John B Connally High School has shown a declining trend from 90.9% in 2019-2020 to 84.0% in 2023-2024 while the chronic absenteeism rate has shown an upward trend, rising significantly from 30.3% in 2020-2021 to 48.5% in 2023-2024

**Root Cause 21:** The importance of attendance and the consequences of non-attendance has fallen in priority for families and underscores a decline in community understanding regarding the relevance of public education as is evidenced by our declining graduation rate

**Problem Statement 21 Areas:** Perceptions

**Problem Statement 22:** While dropout rates for CHS students reduced from 2021-2022 to 2022-2023, the latest reported rate from 2022-2023 at 3.9% is nearly twice as high as the State rate

**Root Cause 22:** The campus outreach and intervention systems for students at-risk of not graduating are not comprehensive enough to assist struggling students

**Problem Statement 22 Areas:** Perceptions

**Problem Statement 23:** Phone calls represent the least used method, with only 324 instances out of a total of 10,930 phone, email, and text contact registered in School Status, making up roughly only 3% of all contacts

**Root Cause 23:** Teachers do not feel they have the time or the skill to engage in one-on-one phone conversations with families





**Problem Statement 23 Areas:** Perceptions

# Goals

**Goal 1:** PfISD will recruit, support, and retain teachers and principals.

**Performance Objective 1:** Connally High School will continue to recruit a diverse group of highly qualified faculty and staff for the 2024-2025 school year to more closely represent our student population as open positions become available.

**Evaluation Data Sources:** Faculty and Staff demographic data compared to student demographic data

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Publish vacancy notices early and hire early in the Spring to generate a large applicant pool.<br><b>Strategy's Expected Result/Impact:</b> Recruitment of a more diverse group of staff that will more closely represent our student population.<br><b>Staff Responsible for Monitoring:</b> Administrative Team<br><br><b>Problem Statements:</b> Demographics 1, 2  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Use multiple measures--including performance-based tasks--to evaluate the qualifications of applicants<br><b>Strategy's Expected Result/Impact:</b> Place focus on skills in deciding which candidate is a best fit<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>Problem Statements:</b> Demographics 2  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Train all staff members who are involved in hiring to recognize implicit bias and to use interviewing techniques that reveal candidates' experience, knowledge, and strengths.<br><b>Strategy's Expected Result/Impact:</b> Our hiring process will be impacted so diversity is a focus in the process<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>Problem Statements:</b> Demographics 2                       | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |



Performance Objective 1 Problem Statements:





| Demographics   |
|--|
| <p><b>Problem Statement 1:</b> Teachers identified as 'beginning' regarding experience have increased in three years from six in 2020-2021 to twenty-four in 2023-2024 <b>Root Cause:</b> Teachers leaving the profession resulting in the need to recruit novice instructors coupled with the challenges of teaching on an increasingly bilingual campus</p> <p><b>Problem Statement 2:</b> A predominantly White teaching staff, with 88 teachers in 2023, contrasts with the student body that is significantly more diverse including a significant increase in Hispanic-Latino students (58.53% in 2019-2020 to 65.71% in 2023-2024) <b>Root Cause:</b> Teacher exit times (last minute end-of-summer) and adjusting budget constraints compete with a proactive hiring practice that would allow for more time and breadth in staffing initiatives</p> |

**Goal 1:** PfISD will recruit, support, and retain teachers and principals.

**Performance Objective 2:** During 2024-2025, Connally High School will implement practices that promote a minimum 85% retention rate of faculty and staff into the 2025-2026 school year.

**Evaluation Data Sources:** Faculty and Staff Retention Rate from 79% to 85%.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide opportunities for collaboration throughout the school year to build a positive working environment<br><b>Strategy's Expected Result/Impact:</b> Increase staff cohesiveness<br><b>Staff Responsible for Monitoring:</b> Administrative Team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Connally High School will provide opportunities to all CHS staff to gather, celebrate, and build collegiality<br>- After school staff activities and team building<br>- Seasonal Celebrations<br>- Staff highlights<br><b>Strategy's Expected Result/Impact:</b> Increased community at CHS<br><b>Staff Responsible for Monitoring:</b> Administrative Team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 2: Strategic Staffing<br>- <b>Targeted Support Strategy</b> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Teachers will participate in campus professional development developed by the district multilingual department that is focused on providing more opportunities for all students to talk, read and write more frequently in the classroom<br><b>Strategy's Expected Result/Impact:</b> Increase student engagement and interaction<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Multilingual district staff<br>Campus instructional coaches<br><br><b>Problem Statements:</b> Demographics 1 | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 4 Details  | Reviews   |     |     |           |
| <b>Strategy 4:</b> The 2024-2025 master schedule will be built so that all teachers across all departments will have opportunity to participate in Professional Learning Communities on a weekly basis<br><b>Strategy's Expected Result/Impact:</b> Provide increased opportunities for teacher collaboration<br><b>Staff Responsible for Monitoring:</b> Administrator   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 5 Details  | Reviews   |     |     |           |
| <b>Strategy 5:</b> The campus instructional coach will attend STAAR/EOC tested area PLCs on a weekly basis to assist them with PLC skill development and instructional direction<br><b>Strategy's Expected Result/Impact:</b> More highly developed instructional planning and student progress monitoring<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Instructional Coach<br><br><b>Problem Statements:</b> Student Learning 1<br><b>Funding Sources:</b> Instructional Coach - 211 - Title I - \$76,914     | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>   |           |     |     |           |

## Performance Objective 2 Problem Statements:

| Demographics   |
|--|
| <b>Problem Statement 1:</b> Teachers identified as 'beginning' regarding experience have increased in three years from six in 2020-2021 to twenty-four in 2023-2024 <b>Root Cause:</b> Teachers leaving the profession resulting in the need to recruit novice instructors coupled with the challenges of teaching on an increasingly bilingual campus |
| Student Learning   |
| <b>Problem Statement 1:</b> The total percentage across all STAAR/EOC testing categories is currently at 36% (D rating), which is 5% below the desired 41% for a 'C' rating. <b>Root Cause:</b> Inconsistent instructional leadership over the last several years has greatly reduced the effectiveness of our Tier 1 instruction                      |

**Goal 2:** PfISD will build a foundation of reading and math.

**Performance Objective 1:** By June 2025, there will be an 11% increase in both Growth and Meets Grade Level performance on STAAR English I and English II EOC tests for all student groups to meet all Closing the Gaps interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

-RLA Academic Growth from 53% to 64%

-Approaches from 55% to 66%





-Meets from 33% to 44%

-Masters from 5% to 16%

**High Priority**

**Evaluation Data Sources:** STAAR results, Accountability reports

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> English Language Arts teachers will implement Informational Strategies reading technique to help students with comprehension of texts.<br><b>Strategy's Expected Result/Impact:</b> Increase student reading proficiency skills<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Department Chairs<br>Instructional Coaches<br><br><b>Problem Statements:</b> Student Learning 2, 4  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Students in English 1 and English 2 will set goals for their performance in STAAR/EOC English 1 and English 2 for 2024-2025 based on their previous performance in Reading<br><b>Strategy's Expected Result/Impact:</b> Increased awareness of performance levels and student self-goal setting will elevate performance from one year to the next.<br><b>Staff Responsible for Monitoring:</b> Associate principal<br>English 1, English 2 teachers<br><br><b>Problem Statements:</b> Student Learning 8 | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |

| Strategy 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Use of strategies presented by multilingual department including "Talk, Read, Talk, Write", "Sentence Stems", and "Structured Conversations" to increase student engagement in class and heighten student interaction with texts.<br><b>Strategy's Expected Result/Impact:</b> Increase speaking skills to impact reading and writing skills<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Department Chairs<br>Instructional Coaches<br><br><b>Problem Statements:</b> Student Learning 2, 4              | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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| Strategy 4 Details  | Reviews   |     |     |           |
| <b>Strategy 4:</b> By the close of 2024-2025, Career and Technology teachers will have a bank of texts and reading comprehension strategies they can use to introduce content specific reading into their lessons on a regular basis to support reading instruction in English 1 and English 2<br><b>Strategy's Expected Result/Impact:</b> Increase the time students spend reading text per day<br><b>Staff Responsible for Monitoring:</b> Associate principal<br>Department chair<br><br><b>Problem Statements:</b> Student Learning 2, 4 | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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### Performance Objective 1 Problem Statements:

| Student Learning   |
|--|
| <b>Problem Statement 2:</b> Nearly 50% of Emergent Bilingual performed at 'did not meet low' levels on STAAR/EOC English 1 (48%) and STAAR/EOC English 2 (49%) <b>Root Cause:</b> While program design is in place to assist new-to-English students in the form of the Newcomers Academy and Sheltered English, more rigorous instruction within the program would help students develop stronger skills at a faster rate |
| <b>Problem Statement 4:</b> Students receiving special education services perform at the lowest percentage level compared to all other student groups across all five tested areas <b>Root Cause:</b> Student placement issues (students placed in the right instructional setting), inconsistent inclusion support within classes, and weak case management prevents students from stronger gains                         |
| <b>Problem Statement 8:</b> The percentage of students who demonstrate performance levels at 'Meets' level is currently 10% points below State target in RLA (34% below target of 44%) and 25% points below Closing the Gaps target in Math (13% below target of 38%) <b>Root Cause:</b> Prerequisite skill level deficits in Reading and Math interfere with student mastery of grade level content                       |

**Goal 2:** PfISD will build a foundation of reading and math.

**Performance Objective 2:** By June 2025, there will be increases in Growth and Meets Grade Level performance on STAAR Algebra I EOC tests for all students to meet all Closing the Gaps interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Math Academic Growth from 53% to 70%
- Approaches from 56% to 84%
- Meets from 10% to 28%
- Masters from 2% to 30%

**High Priority**

**Evaluation Data Sources:** STAAR results, Accountability reports

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> CHS will implement the Agile Minds math curriculum that double-blocks Algebra 1 classes and offers a specialized curriculum focused on supporting struggling with learning in math.<br><b>Strategy's Expected Result/Impact:</b> Student Math skill gains will increase performance in STAAR/EOC Algebra 1<br><b>Staff Responsible for Monitoring:</b> Administrators, teachers<br><br><b>Problem Statements:</b> Student Learning 3 | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Students will analyze their 2023-2024 school performance in Math/Algebra 1 and set goals for their performance in 2024-2025<br><b>Strategy's Expected Result/Impact:</b> Awareness of current performance levels and self-goal setting will support student performance on the Algebra 1 STAAR/EOC<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Math teachers<br><br><b>Problem Statements:</b> Student Learning 3  | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

### Student Learning

**Problem Statement 3:** A significant portion of students fall into the did not pass category in Algebra 1, with economic disadvantage and Hispanic students showing the highest percentages in this range (39.27% and 39.74%, respectively) **Root Cause:** Inexperienced staff with limited resources could not present content at skill levels developed enough to effectively address student prerequisite skill deficit

**Goal 2:** PfISD will build a foundation of reading and math.

**Performance Objective 3:** By June 2025, there will be a 5% increase in Meets Grade Level performance on STAAR U.S. History EOC tests for all student groups to meet all Closing the Gaps Student Success Status interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Approaches from 92% to 97%
- Meets from 54% to 59%
- Masters from 25% to 30%

**Evaluation Data Sources:** STAAR results, Accountability reports

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Advisory time will provide extra support for students identified as Special Education as they prepare for Spring 2025 US History STAAR/EOC to review concepts in class based on student needs as demonstrated by classroom performance and outcomes on teacher assessments<br><br><b>Strategy's Expected Result/Impact:</b> An increased performance demonstrated by Special Education students on the 2005 US History STAAR/EOC<br><b>Staff Responsible for Monitoring:</b> Associate principal<br>Testing and Intervention<br>US History teachers<br><br><b>Problem Statements:</b> Student Learning 4 | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> US History teachers will work with individual students to provide feedback on short answer and extended response questions to achieve maximum points<br><br><b>Strategy's Expected Result/Impact:</b> Student performance at Mastery level in STAAR/US History will increase<br><b>Staff Responsible for Monitoring:</b> Administrator<br>US History teachers<br><br><b>Problem Statements:</b> Student Learning 11  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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| Strategy 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Sheltered Instruction will be available for students who are beginning emergent bilingual to assist with understanding and mastery of content while supporting language development<br><b>Strategy's Expected Result/Impact:</b> Students who are new-to-English will have additional support while learning content<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Teacher<br><br><b>Problem Statements:</b> Student Learning 11 | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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0% No Progress

100% Accomplished

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Discontinue

**Performance Objective 3 Problem Statements:**

| Student Learning   |
|--|
| <p><b>Problem Statement 4:</b> Students receiving special education services perform at the lowest percentage level compared to all other student groups across all five tested areas <b>Root Cause:</b> Student placement issues (students placed in the right instructional setting), inconsistent inclusion support within classes, and weak case management prevents students from stronger gains</p> <p><b>Problem Statement 11:</b> STAAR/EOC US History data demonstrates that the White student group shows a notably high mastery level at 54%, while the Hispanic and Black/African American students have lower mastery levels at 17% and 23%, respectively, and emergent bilingual students struggle significantly with only 8% achieving at mastery level. <b>Root Cause:</b> Instruction in US History where student performance on STAAR/EOC tends to be more advanced than Reading and Math often does not focus on how to increase academically successful students' performance on STAAR/EOC to Mastery levels</p> |

**Goal 2:** PfISD will build a foundation of reading and math.





**Performance Objective 4:** By June 2025, there will be a 6% increase in Meets Grade Level performance on STAAR Biology EOC tests for all student groups to meet all Closing the Gaps Student Success Status interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Approaches from 85% to 91%
- Meets from 39% to 45%
- Masters from 7% to 13%

**Evaluation Data Sources:** STAAR results, Accountability reports

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Advisory time will provide extra support for students identified as Special Education as they prepare for Spring 2025 Biology STAAR/EOC to review concepts in class based on student needs as demonstrated by classroom performance and outcomes on teacher assessments<br><br><b>Strategy's Expected Result/Impact:</b> An increased performance demonstrated by Special Education students on the 2005 Biology STAAR/EOC<br><br><b>Staff Responsible for Monitoring:</b> Associate principal<br>Testing and Intervention Administrator<br>Science Teachers | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Biology teachers will provide individual assistance on how to maximize effort on constructed response questions on the STAAR/EOC Biology test so that specific students can perform at high levels on these items.<br><br><b>Strategy's Expected Result/Impact:</b> Specific students will perform better on STAAR/EOC Biology constructed responses<br><br><b>Staff Responsible for Monitoring:</b> Administrator<br>Teachers<br><br><b>Problem Statements:</b> Student Learning 12   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Sheltered Instruction will be available for students who are beginning emergent bilingual to assist with understanding and mastery of content while supporting language development<br><b>Strategy's Expected Result/Impact:</b> Students who are new-to-English will have additional support while learning content<br><b>Staff Responsible for Monitoring:</b> Administrator<br>Teachers<br><br><b>Problem Statements:</b> Student Learning 12 | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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**Performance Objective 4 Problem Statements:**

| Student Learning   |
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| <b>Problem Statement 12:</b> Students with economic disadvantages and those who are emergent bilinguals show lower mastery levels on STAAR/EOC Biology at 6% and 4% respectively <b>Root Cause:</b> Instruction in Biology where student performance on STAAR/EOC tends to be more advanced than Reading and Math often does not focus on how to increase academically successful students' performance on STAAR/EOC to Mastery levels |

**Goal 2:** PfISD will build a foundation of reading and math.

**Performance Objective 5:** By the close of the 2024-2025 school year, Emergent Bilingual students' progress in English language proficiency will increase from 29% to at least 34% to meet the interim Closing the Gaps target.

**High Priority**

**Evaluation Data Sources:** Results of 2025 TELPAS

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Emergent Bilingual students will have opportunity to practice TELPAS testing during the school year leading up to the test that takes place in February<br><b>Strategy's Expected Result/Impact:</b> Familiarity with the test will help student performance on the test<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Specialist ESL/Newcomer Multilingual Instruction<br><br><b>Problem Statements:</b> Student Learning 2   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> The CHS staff will be trained in Seven Steps to a Language-Rich Interactive Classroom that will provide teachers strategies to increase language skill development opportunities for Emergent Bilinguals<br><b>Strategy's Expected Result/Impact:</b> Students will have more opportunities to talk, read, and write in the classroom<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Teachers<br>Multi-lingual staff<br><br><b>Problem Statements:</b> Student Learning 5 | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Enrichment opportunities will be provided to emergent bilingual students to develop English language skills focused on college and career readiness<br><b>Strategy's Expected Result/Impact:</b> Provide students more opportunities to develop English skills<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>Problem Statements:</b> Student Learning 2<br><b>Funding Sources:</b> College and Career Enrichment Activities - 289 - Title IV - \$7,000            | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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| Strategy 4 Details   |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Strategy 4:</b> Sheltered Instruction support will be available for students who are beginning emergent bilingual to assist with understanding and mastery of content while supporting language development<br><b>Strategy's Expected Result/Impact:</b> Students who are new-to-English will have additional support while learning content<br><b>Staff Responsible for Monitoring:</b> Administrator<br>Teachers<br><br><b>Problem Statements:</b> Student Learning 5<br><b>Funding Sources:</b> Sheltered US History Instructor - 211 - Title I - \$72,462 |  | Formative |     |     | Summative |
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Performance Objective 5 Problem Statements:

| Student Learning   |
|--|
| <b>Problem Statement 2:</b> Nearly 50% of Emergent Bilingual performed at 'did not meet low' levels on STAAR/EOC English 1 (48%) and STAAR/EOC English 2 (49%) <b>Root Cause:</b> While program design is in place to assist new-to-English students in the form of the Newcomers Academy and Sheltered English, more rigorous instruction within the program would help students develop stronger skills at a faster rate<br><b>Problem Statement 5:</b> The TELPAS Progress Rate decreased from 39% in 2023 to 29% in 2024, which is below the 2024 Closing the Gaps target of 34% <b>Root Cause:</b> Increased number of emergent bilingual students from 2022-2023 at 37% to 2023-2024 at 46% (see 'demographics' section) requires better campuswide instructional strategies to assist students acquiring English language |

**Goal 3:** PfISD will connect high school to career and college.

**Performance Objective 1:** The percentage of Class of 2025 Graduates who meet the criteria for College, Career, or Military Readiness (CCMR) will increase to 70% (from 60% for Class of 2023), and to 88% for Class of 2029 Graduates.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HB3 Goals are set to meet Accountability CCMR rating of A (minimum 88%) by Class of 2029 (see also addendum for CCMR goals by student groups):

- TEA 2025 accountability results (Class of 2024 CCMR Graduates goal of 65%)
- TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 70%)
- TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 75%)
- TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 80%)
- TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 85%)
- TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 88%)

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 12th grade students who meet CCMR requirements early in the fall will be provided the opportunity to participate in college visits in October.<br><b>Strategy's Expected Result/Impact:</b> Help keep students focused on CCMR goal completion<br><b>Staff Responsible for Monitoring:</b> Principal<br>College and Career Counselor   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Improved monitoring and intervention strategies will allow potential 2023-2024 graduates to complete CCMR requirements earlier in the year (e.g., improved CCMR documentation spreadsheet, College Bridge completion for students who struggle with TSI).<br><b>Strategy's Expected Result/Impact:</b> Easier and clearer communication of CCMR status to student, parent, counselor<br><b>Staff Responsible for Monitoring:</b> Associate Principal<br>Lead Counselor<br>College and Career Counselor | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Career and Technology Education (CTE) instructors will set IBC completion goals to increase the percentage of students who complete career certification by graduation from the current rate of 10% to at least 15% for 2024-2025.<br><b>Strategy's Expected Result/Impact:</b> Increased number of students certified in specific areas of industry<br><b>Staff Responsible for Monitoring:</b> Associate Principal  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <b>Strategy 4:</b> Juniors who are performing within the second quartile of the 2025-2026 cohort will be provided coaching and additional instruction during Advisory leading up to the Spring 2025 SAT School Day administration in March<br><b>Strategy's Expected Result/Impact:</b> The number of SAT test takers that did not meet any benchmarks will drop below 60% in the 2024-2025 school year<br><b>Staff Responsible for Monitoring:</b> Associate principal<br>Testing and Intervention administrator<br><br><b>Problem Statements:</b> Student Learning 6 | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| Student Learning  |
|---|
| <b>Problem Statement 6:</b> A substantial portion of SAT test takers, 64% in both years, did not meet any benchmarks, highlighting an urgent need for comprehensive strategies to support these students <b>Root Cause:</b> A lack of College Board awareness among students and families has relegated the exam to an assessment deemed unnecessary by large parts of the student body |

**Goal 4:** PflSD will improve low performing schools.

**Performance Objective 1:** Connally High School's 2025 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from D to C or above
- Domain 1 Rating will improve from D to C or above
- Domain 2 Rating will improve from D to C or above
- Domain 3 Rating will improve from F to C or above

**High Priority**

**Evaluation Data Sources:** 2025 Spring STAAR/EOC Data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Region XIII will conduct a Targeted Diagnostic of the campus to provide feedback on areas that will address Tier 1 instructional development that will used to develop a Targeted Improvement Plan (TIP) to be approved by the school board<br><br><b>Strategy's Expected Result/Impact:</b> Region XIII will help focus campus effort on targeted school improvement measures<br><br><b>Staff Responsible for Monitoring:</b> Principal<br>Administrators<br><br><b>Problem Statements:</b> Student Learning 1   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Campuswide adherence to high PLC standards as outlined by district Instructional Pillars (ESF Framework) will provide foundation for enhanced Tier 1 instructional focus on literacy and language development.<br><br><b>Strategy's Expected Result/Impact:</b> Provide structure for teachers to participate in deeper student analysis of skills, more effective and consistent progress monitoring, and the development of effective instruction for students with significant learning needs<br><br><b>Staff Responsible for Monitoring:</b> Principal<br>Administrators<br>Dept Chairs<br><br><b>Problem Statements:</b> Student Learning 2, 4 | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |



| Strategy 3 Details  |  | Reviews   |     |     |           |
|---|--|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Students will be provided a 30 minute time period each day to focus on Accelerated Instruction divided between A-day Advisory and B-day Advisory that will allow for the focus of both Reading and Math throughout the week. Time and progress will be monitored through online skills practice regulated to individual student levels<br><b>Strategy's Expected Result/Impact:</b> Students will be able to focus on skill-building instruction to assist them with retesting in ELA and Algebra 1<br><b>Staff Responsible for Monitoring:</b> Testing and Intervention Administrator<br><br><b>Problem Statements:</b> School Processes & Programs 1<br><b>Funding Sources:</b> IXL Online Intervention Platform - 211 - Title I - \$5,507 |  | Formative |     |     | Summative |
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0% No Progress

100% Accomplished

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### Performance Objective 1 Problem Statements:

| Student Learning   |
|--|
| <p><b>Problem Statement 1:</b> The total percentage across all STAAR/EOC testing categories is currently at 36% (D rating), which is 5% below the desired 41% for a 'C' rating. <b>Root Cause:</b> Inconsistent instructional leadership over the last several years has greatly reduced the effectiveness of our Tier 1 instruction</p> <p><b>Problem Statement 2:</b> Nearly 50% of Emergent Bilingual performed at 'did not meet low' levels on STAAR/EOC English 1 (48%) and STAAR/EOC English 2 (49%) <b>Root Cause:</b> While program design is in place to assist new-to-English students in the form of the Newcomers Academy and Sheltered English, more rigorous instruction within the program would help students develop stronger skills at a faster rate</p> <p><b>Problem Statement 4:</b> Students receiving special education services perform at the lowest percentage level compared to all other student groups across all five tested areas <b>Root Cause:</b> Student placement issues (students placed in the right instructional setting), inconsistent inclusion support within classes, and weak case management prevents students from stronger gains</p> |
| School Processes & Programs  |
| <p><b>Problem Statement 1:</b> Students who retake STAAR/EOC exams due to unsuccessful performance do not pass when the take the exam again <b>Root Cause:</b> Lack of consistency in Accelerated Instruction throughout the year interferes with student progressing in preparation for retesting</p>   |

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 2:** T-TESS summative data for 2024-2025 will demonstrate a decrease in the percentage of teachers at or below 'proficient' in the area of 'differentiation' from the current percentage of 52% to below 40%.

**Evaluation Data Sources:** 2024-2025 T-TESS Summative Evaluation data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> The professional development initiative Seven Steps to a Language-Rich Interactive Classroom presented at the start of the school year provide specific strategies teachers will integrate into their daily instruction that provides accessibility to students in need of language support<br><b>Strategy's Expected Result/Impact:</b> Strategies will support differentiated instruction<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>Problem Statements:</b> School Processes & Programs 2                              | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Extended inclusion training provided by the district at the start of the 2024-2025 school year to enhance collaboration between special education and regular education teachers in inclusion settings.<br><b>Strategy's Expected Result/Impact:</b> Better collaboration of effort will support Special Education student master of content in inclusion classes.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Special Education Coordinator<br><br><b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 2 | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| Student Learning   |
|--|
| <b>Problem Statement 4:</b> Students receiving special education services perform at the lowest percentage level compared to all other student groups across all five tested areas <b>Root Cause:</b> Student placement issues (students placed in the right instructional setting), inconsistent inclusion support within classes, and weak case management prevents students from stronger gains |

### School Processes & Programs

**Problem Statement 2:** TTESS summative data demonstrates that while John B Connally High School teachers are largely effective, there are opportunities for development, particularly in differentiation (adaptive instructional strategies) which averaged 52% at proficiency or below. **Root Cause:** Lack of direction in and lack of allocated time for campus-level professional development mitigates teacher development of new strategies that assist in differentiation





**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 3:** By June 2025, the CHS student attendance rate will increase by 5% from 84% in 2023-2024 to 89%. The rate of Chronic Absenteeism will be reduced by 5% from the estimated 2023-2024 rate of 49% to 44%.

**High Priority**

**Evaluation Data Sources:** 2023-2024 attendance data, Chronic Absenteeism rate

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> The use of new online attendance monitoring system will allow our At-risk Coordinator to access and manipulate data quickly to address specific groups of students and develop customized intervention to be used with the student's family to develop individualized attendance plans<br><b>Strategy's Expected Result/Impact:</b> Improvement in attendance and reduction of chronic absenteeism levels within the 2024-2025 school year.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Administrators<br>At-Risk Coordinator<br><br><b>Problem Statements:</b> Perceptions 5 | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> CHS will hire an At-Risk coordinator who will organize individualized attendance plans for students identified as chronically absent and facilitate parent meetings and home communication to raise awareness of student truancy issues with families.<br><b>Strategy's Expected Result/Impact:</b> Higher rates of attendance<br><b>Staff Responsible for Monitoring:</b> Administrators<br>At-Risk Coordinator<br><br><b>Problem Statements:</b> Perceptions 5<br><b>Funding Sources:</b> At-Risk Coordinator - 211 - Title I - \$65,000   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> In collaboration with district staff, CHS will hold attendance awareness meetings in the evening for families with students who struggle with school attendance to provide support and advice<br><b>Strategy's Expected Result/Impact:</b> Increased parent awareness and involvement in school attendance concerns<br><b>Staff Responsible for Monitoring:</b> Administrators<br>At-Risk Coordinator<br>District attendance staff<br><br><b>Problem Statements:</b> Perceptions 4<br><b>Funding Sources:</b> Evening Attendance Meetings - 211 - Title I - \$4,453 | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <b>Strategy 4:</b> Administration will create a public relations campaign in the Spring specifically focused on the importance of STAAR/EOC participation that will target students and community to increase STAAR/EOC participation rate of 95% or higher in all tested areas, including RLA and Math<br><b>Strategy's Expected Result/Impact:</b> Higher participation on STAAR/EOC meeting State recommendations<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Testing and Intervention administrator<br><br><b>Problem Statements:</b> Student Learning 10        | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>  |           |     |     |           |

### Performance Objective 3 Problem Statements:

| Student Learning  |
|---|
| <b>Problem Statement 10:</b> STAAR/EOC participation rates are below the State target of 95% for African-American (92%) and High-focus Groups (94%) in RLA and for African-American (91%), Hispanic (92%) and High-focus Groups (92%) in Math <b>Root Cause:</b> This parallels both attendance concerns and STAAR/EOC perception concerns documented with this plan  |
| Perceptions   |
| <b>Problem Statement 4:</b> While dropout rates for CHS students reduced from 2021-2022 to 2022-2023, the latest reported rate from 2022-2023 at 3.9% is nearly twice as high as the State rate <b>Root Cause:</b> The campus outreach and intervention systems for students at-risk of not graduating are not comprehensive enough to assist struggling students<br><br><b>Problem Statement 5:</b> Over the past five academic years, student attendance at John B Connally High School has shown a declining trend from 90.9% in 2019-2020 to 84.0% in 2023-2024 while the chronic absenteeism rate has shown an upward trend, rising significantly from 30.3% in 2020-2021 to 48.5% in 2023-2024 <b>Root Cause:</b> The importance of attendance and the consequences of non-attendance has fallen in priority for families and underscores a decline in community understanding regarding the relevance of public education as is evidenced by our declining graduation rate |

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 4:** By the close of the 2024-2025 school year, positive responses referencing School Safety and Order will increase from 40% in 2023-2024 to at least 60% in 2024-2025.

**Evaluation Data Sources:** Upbeat Survey data

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> A decrease in the number of students in the hallway per period across each week will address staff concerns about School Safety and Order.<br><br><b>Strategy's Expected Result/Impact:</b> Teacher perception of School Safety and Order will increase on the 2024-2025 Upbeat survey<br><b>Staff Responsible for Monitoring:</b> Principal<br>Administrators<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 2 | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> The CHS Safety Committee made up of administrator, counselor and teachers will be involved in monitoring school data once a month to provide input on school safety and order concerns as they develop throughout the year<br><br><b>Strategy's Expected Result/Impact:</b> A more immediate response to school safety concerns recognized by the staff<br><b>Staff Responsible for Monitoring:</b> Principal<br>Administrator   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue  |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| Perceptions  |
|--|
| <b>Problem Statement 2:</b> School Safety & Order stands out negatively, with only 40% positive responses and a notably higher negative score (57%), reflecting a critical area for improvement, especially given its significant deviation from the district average (-29) <b>Root Cause:</b> Change in campus leadership over the last several years has left the campus without a consistent safety and discipline practice |

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 5:** The 2024-2025 graduation rate will increase to at least 84% from the 2022-2023 rate of 90% for 2024-2025.

**High Priority**

**Evaluation Data Sources:** 2024-2025 graduation rate data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Students will organize and document four-year graduation plans with the help of counselors who will review and monitor progress of plans across each student's four-years from 9th to 12th grade with the involvement of parents.<br><b>Strategy's Expected Result/Impact:</b> Student's and families will be more engaged with high school graduation plans.<br><b>Staff Responsible for Monitoring:</b> Associate Principal<br>Counselors<br><br><b>Problem Statements:</b> Perceptions 3   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> After school peer tutoring will provide free tutoring under the supervision of teacher mentors three days a week<br><b>Strategy's Expected Result/Impact:</b> Students will be provided regular tutoring opportunities with reliable transportation to home after school<br><b>Staff Responsible for Monitoring:</b> Administrator<br>Peer Tutoring Mentors<br><br><b>Problem Statements:</b> Perceptions 3<br><b>Funding Sources:</b> Peer Tutoring Mentors - 199 - State Comp Ed - \$14,200 | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> CHS will provide after school transportation three days a week to coincide with after school tutoring to assist students who otherwise would not be able to attend<br><b>Strategy's Expected Result/Impact:</b> Increase access to after school tutoring<br><b>Staff Responsible for Monitoring:</b> Principal<br>Administrators<br><br><b>Problem Statements:</b> Perceptions 3<br><b>Funding Sources:</b> Late Bus Transportation - 199 - State Comp Ed - \$5,800                           | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 5 Problem Statements:

#### Perceptions

**Problem Statement 3:** By the 2022-2023 school year, the graduation rate significantly decreased to 82.4% from 95.4% in 2019-2020 with the number of leavers identified at 72  
**Root Cause:** The downward trend in attendance and increased levels of chronic absenteeism indicate that the relevance of public education has weakened across the community within the last several years



**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 6:** The CHS dropout rate will decrease from the 2022-2023 level of 3.9% to no higher than 2.5% in 2024-2025

**High Priority**

**Evaluation Data Sources:** Dropout data for 2024-2025

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> The At-risk Coordinator will identify with the counselors students in the start of their high school education who demonstrate characteristics of low grades and high absences to develop individualized plans (Tier III) for intervention.<br><b>Strategy's Expected Result/Impact:</b> Decrease in student drop-out rates across a four-year period<br><b>Staff Responsible for Monitoring:</b> Counselor<br>At-Risk Coordinator<br><br><b>Problem Statements:</b> Perceptions 3   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> CHS will plan a 9th Grade Academy during 2024-2025 that will open in 2025-2026 consisting of teams of students and teachers to build capacity for stronger retention of students through graduation<br><b>Strategy's Expected Result/Impact:</b> Teacher teams can focus on building student initial success with high school which will translate into stronger graduation rates<br><b>Staff Responsible for Monitoring:</b> Principal<br>Administrators<br><br><b>Problem Statements:</b> Perceptions 3<br><b>Funding Sources:</b> Academy Planning Visits - 289 - Title IV - \$10,000, Academy Training - 211 - Title I - \$5,853 | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <b>Strategy 3:</b> At the start of 2026-2024, counselors and administrators will create academic contracts with students and families for 11th and 12th graders who are at risk of not graduating and monitor student progress throughout the school year<br><b>Strategy's Expected Result/Impact:</b> Individualized plans can help families and students maintain focus on graduation trajectories<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Counselors<br><br><b>Problem Statements:</b> Perceptions 4   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 4 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 4:</b> The campus will provide credit recovery opportunity during the school day and after school for students behind in their course work due to lost credit to regain credits.<br><b>Strategy's Expected Result/Impact:</b> Students will have more time to regain lost credits<br><b>Staff Responsible for Monitoring:</b> Administrator<br>After school credit recovery teacher<br><br><b>Problem Statements:</b> Perceptions 4<br><b>Funding Sources:</b> Credit Recovery Teacher - 211 - Title I - \$81,031  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 5 Details   | Reviews   |     |     |           |
| <b>Strategy 5:</b> Female students will be provided opportunities to learn computer coding to develop interest in technical employment opportunities after high school<br><b>Strategy's Expected Result/Impact:</b> Tech opportunities for specific students will help maintain student focus on high school completion<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>Problem Statements:</b> Perceptions 4<br><b>Funding Sources:</b> Technology Resources - 289 - Title IV - \$5,000  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 6 Details   | Reviews   |     |     |           |
| <b>Strategy 6:</b> Students will be provided opportunity to participate in physical education activities specifically in dance that incorporates specific cultural interests pertinent to the community<br><b>Strategy's Expected Result/Impact:</b> Establishing cultural ties with the community will help students maintain focus on high school completion<br><b>Staff Responsible for Monitoring:</b> Principal<br>Administrators<br><br><b>Problem Statements:</b> Perceptions 4<br><b>Funding Sources:</b> Dance Performance Materials - 289 - Title IV - \$5,000 | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>  |           |     |     |           |

### Performance Objective 6 Problem Statements:

### Perceptions

**Problem Statement 3:** By the 2022-2023 school year, the graduation rate significantly decreased to 82.4% from 95.4% in 2019-2020 with the number of leavers identified at 72  
**Root Cause:** The downward trend in attendance and increased levels of chronic absenteeism indicate that the relevance of public education has weakened across the community within the last several years

**Problem Statement 4:** While dropout rates for CHS students reduced from 2021-2022 to 2022-2023, the latest reported rate from 2022-2023 at 3.9% is nearly twice as high as the State rate  
**Root Cause:** The campus outreach and intervention systems for students at-risk of not graduating are not comprehensive enough to assist struggling students

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 7:** During the 2024-2025 school year, CHS will reduce the disproportionality rates in student group placements at the district alternative education program (DAEP), out of school suspension (OSS), and in school suspension (ISS), across all student groups, specifically for African American students from 33% in 2023-2024 to below at least 20% in 2024-2025.

**Evaluation Data Sources:** Discipline data from 2024-2025

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> CHS will develop a Leadership Academy consisting of African-American boys recruited during their 8th grade year to focus on African-American male academic preparation for college and career<br><b>Strategy's Expected Result/Impact:</b> Deeper knowledge and understanding of African-American culture on the campus will provide greater career and academic achievement for African-American males<br><b>Staff Responsible for Monitoring:</b> Principal Administrators<br><br><b>Title I:</b><br>2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>   |           |     |     |           |

**Performance Objective 7 Problem Statements:**

| Perceptions  |
|--|
| <b>Problem Statement 1:</b> The Black or African American student group experiences the highest rates of disciplinary actions, with 32.54% compared to the overall 21.07% and despite representing only 16% of the campus demographic make-up. <b>Root Cause:</b> Teacher defensiveness regarding issues of disproportionality make addressing the issue embedded within school culture difficult to address |

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 8:** During the 2024-2025 school year, CHS will offer Parent University events once per each nine weeks to increase parent and family engagement and improve student academic achievement and school outcomes.

**Evaluation Data Sources:** Participation at events, improve student academic outcomes

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Each teacher will be asked to call family members of students in their classes to personally invite at least 10 families (total 1400 families) to the annual Course Fair held in Spring Semester during the 2024-2025 school year<br><b>Strategy's Expected Result/Impact:</b> Increase teacher-to-parent communication and parent participation at evening events<br><b>Staff Responsible for Monitoring:</b> Principal<br>Administrators<br><br><b>Problem Statements:</b> Perceptions 6  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> The College and Career Counselor and Counseling Team will contact the families of all 12th graders to inform and invite them to one of the FAFSA events held on the campus.<br><b>Strategy's Expected Result/Impact:</b> Increase campus communication and parent participation at evening events<br><b>Staff Responsible for Monitoring:</b> Principal<br>Administrators<br>Counselors<br><br><b>Problem Statements:</b> Perceptions 6   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> Teachers will be asked to reach out and call at least 30 families to invite them to Parent University events during the school year (typically one per nine weeks). In addition, CHS will use multiple forms of communication to over-communicate the date, time, and purpose of these events.<br><b>Strategy's Expected Result/Impact:</b> Increase teacher-to-parent communication and parent participation at evening events<br><b>Staff Responsible for Monitoring:</b> Principal<br>Administrators<br><br><b>Problem Statements:</b> Perceptions 6 | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 8 Problem Statements:**

**Perceptions**

**Problem Statement 6:** Phone calls represent the least used method, with only 324 instances out of a total of 10,930 phone, email, and text contact registered in School Status, making up roughly only 3% of all contacts **Root Cause:** Teachers do not feel they have the time or the skill to engage in one-on-one phone conversations with families

# Targeted Support Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 2         | 1        | Provide opportunities for collaboration throughout the school year to build a positive working environment   |
| 1    | 2         | 2        | Connally High School will provide opportunities to all CHS staff to gather, celebrate, and build collegiality - After school staff activities and team building - Seasonal Celebrations - Staff highlights |

# State Compensatory

## Budget for Connally High School

**Total SCE Funds:** \$20,000.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

John B. Connally High School is committed to enhancing student learning through strategic use of a \$20,000 budget allocated for after-school tutorials. This initiative is designed to provide students with additional academic support outside of regular school hours. The funding is being utilized to compensate qualified staff members who are dedicated to tutoring students in various subjects, thereby contributing to improved academic outcomes. Additionally, the budget covers the operational costs of after-school transportation, ensuring that students have access to safe and reliable bus services. This transportation solution is crucial for encouraging participation, particularly for students who might otherwise face challenges in attending these tutorials. By investing in both staff and transportation, we aim to create an equitable and supportive learning environment that maximizes student engagement and success beyond the traditional classroom setting.



# Title I

## 1.1: Comprehensive Needs Assessment

This comprehensive needs assessment, conducted during the Summer Instructional Leaders Retreat at the Pflugerville ISD Learning Technology Center on July 22, 2024, served as a pivotal evaluation for our Title 1 funds. The retreat gathered Department Chairs, Counselors, and campus administrators to identify strengths, areas for improvement, and actionable steps aimed at enhancing the overall effectiveness and safety of our school environment. The key areas of focus included Instructional Data Review, Safety and Security Protocols, and Effective Schools Framework Requirements.

### Instructional Data Review

#### Strengths:

- **Data-Driven Decision Making:** Our school places a strong emphasis on using data to inform instructional strategies, both as a campus and through our Professional Learning Communities.
- **Collaborative Analysis:** Department Chairs and Counselors and Administrators worked together effectively to analyze student performance data, fostering a culture of collaboration.

#### Areas for Improvement:

- **Data Accessibility:** The Connally High School Professional Learning Communities will analyze and review student performance data during their weekly meetings in order to plans for student needs.

**Conduct Workshops:** Campus Instructional Coaches will provide PLC professional development workshops focused on data literacy and its application in instructional planning.

#### Actionable Steps:

- Develop a master schedule that ensures that content based Professional Learning Communities have time to meet during the instructional day.
- Develop a process that supports the submission of Professional Learning Communities artifacts about their meeting discussions.

### Safety and Security Protocols

#### Strengths:

- **Established Protocols:** Comprehensive safety and security protocols are in place to ensure a safe school environment.
- **Active Participation:** Staff actively participated in safety drills and discussions, demonstrating commitment to school safety.

#### Areas for Improvement:

- **Emergency Communication:** Enhance communication systems to ensure rapid dissemination of information during emergencies.

- **Ongoing Training:** Regular updates and training sessions are needed to keep staff informed about current safety practices.

#### Actionable Steps:

- **Schedule Regular Training:** Develop a calendar for ongoing safety training sessions for all staff members.

#### Effective Schools Framework Requirements

##### Strengths:

- **Clear Vision and Goals:** The school has a well-defined vision and goals aligned with the effective schools framework, guiding our educational strategies.
- **Leadership and Collaboration:** Strong leadership and collaborative efforts among staff are evident in achieving framework objectives.

##### Areas for Improvement:

- **Resource Allocation:** Ensure equitable distribution of resources across departments to support all areas of the school.
- **Continuous Improvement:** Establish a system for continuous feedback and improvement in instructional practices.

#### Actionable Steps:

- **Resource Audit:** Conduct an audit to assess and reallocate resources where necessary to achieve equitable distribution.
- **Feedback Mechanism:** Implement a robust feedback system for staff to continuously improve instructional practices.

#### Conclusion

This needs assessment highlights key areas for growth and development at John B Connally High School. By addressing these areas with targeted actions, we aim to create a more effective and secure learning environment for all students and staff. Regular reviews and updates to our strategies will ensure that we remain aligned with our goals and the needs of our school community.

Furthermore, data analysis will be a crucial part of the work within professional learning communities, emphasizing the importance of data literacy and its application in instructional planning. The safety and security changes to be implemented are informed by the teachers' Upbeat climate and culture survey, reflecting our commitment to creating a safe and positive school environment.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

This comprehensive needs assessment was conducted during the Summer Instructional Leaders Retreat at the Pflugerville ISD Learning Technology Center on July 22, 2024 and served as a pivotal evaluation for our Title 1 funds. The retreat gathered Department Chairs, Counselors, and campus administrators to identify strengths, areas for improvement, and actionable steps aimed at enhancing the overall effectiveness and safety of our school environment. The key areas of focus included Instructional Data Review, Safety and Security Protocols, and Effective Schools Framework Requirements.

Connally High School Campus Improvement Plan is developed through collaboration of campus and community stakeholders and in coordination and integration with other federal,

state, and local services, resources, and programs.

## **2.2: Regular monitoring and revision**

Each quarter the Campus Improvement Plan is evaluated and updated within CAAC meetings. Progress is monitored and input is gathered through a reflective process for ongoing adjustments based on progress.

## **2.3: Available to parents and community in an understandable format and language**

Connally High School Campus Improvement Plan is posted on our website and presented to the community in CAAC meetings at the beginning of every year, as well as, translated when needed.

## **2.4: Opportunities for all children to meet State standards**

The campus will provide opportunities for all children, including each of the student groups of students to meet the challenging state academic standards.

Instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.

Opportunities may include programs, activities, and courses necessary to provide a well-rounded education and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards.

# Title I Personnel

| <u>Name</u>         | <u>Position</u>          | <u>Program</u> | <u>FTE</u> |
|---------------------|--------------------------|----------------|------------|
| Amanda Painter      | Instructional Coach      | Title 1 Funds  | 1.0        |
| Archie Johnson      | At-Risk Coordinator      | Title 1        | 1.0 FTE    |
| Rosalinda Rodriguez | Intervention ESL Teacher | Title 1        | 1.0        |
| Terrie Meyer        | Intervention Teacher     | Title 1        | 1.0        |

# Site Based Decision Making Committee

| Committee Role          | Name                 | Position                       |
|-------------------------|----------------------|--------------------------------|
| Community Member        | Tippins Michelle     | Parent                         |
| Business Rep            | Martinez Christopher | Business Owner                 |
| Community Member        | Lee Grace            | Parent                         |
| Community Member        | Polco Lourdes        | Parent                         |
| Community Member        | Duong Eunice         | Parent                         |
| Teacher                 | Valmores Shelly      | CTE                            |
| Campus Counseling       | Bonnet Tanesha       | Lead Counselor                 |
| District Representative | Visness Christopher  | Coordinator Transition Service |
| Business Rep            | Victoria Galvan      | A+ Asst Branch Manager         |
| Special Education Rep   | Slover Brittany      | Campus Coordinator             |
| Emergent Bilingual Rep  | Rodriguez Rosalinda  | Newcomer Lead                  |
| Teacher                 | Nichols Meghan       | Health/PE                      |
| Teacher                 | Naron Wes            | Fine Arts                      |
| Teacher                 | Biles Sandra         | LOTE                           |
| Teacher                 | Blevins Michael      | Science                        |
| Teacher                 | Cardon Alan          | Soc Studies                    |
| Teacher                 | Regier Meghan        | Math                           |
| Teacher                 | Colson Jennifer      | ELA                            |
| Campus Administration   | Ford Scott           | Associate Principal            |
| Campus Administration   | Garcia Daniel        | Principal                      |

# Campus Funding Summary

| 199 - State Comp Ed         |           |          |  |              |              |
|-----------------------------|-----------|----------|--|--------------|--------------|
| Goal                        | Objective | Strategy | Resources Needed                         | Account Code | Amount       |
| 4                           | 5         | 2        | Peer Tutoring Mentors                    |              | \$14,200.00  |
| 4                           | 5         | 3        | Late Bus Transportation                  |              | \$5,800.00   |
| Sub-Total                   |           |          |  |              | \$20,000.00  |
| Budgeted Fund Source Amount |           |          |  |              | \$20,000.00  |
| +/- Difference              |           |          |  |              | \$0.00       |
| 211 - Title I               |           |          |  |              |              |
| Goal                        | Objective | Strategy | Resources Needed                         | Account Code | Amount       |
| 1                           | 2         | 5        | Instructional Coach                      |              | \$76,914.00  |
| 2                           | 5         | 4        | Sheltered US History Instructor          |              | \$72,462.00  |
| 4                           | 1         | 3        | IXL Online Intervention Platform         |              | \$5,507.00   |
| 4                           | 3         | 2        | At-Risk Coordinator                      |              | \$65,000.00  |
| 4                           | 3         | 3        | Evening Attendance Meetings              |              | \$4,453.00   |
| 4                           | 6         | 2        | Academy Training                         |              | \$5,853.00   |
| 4                           | 6         | 4        | Credit Recovery Teacher                  |              | \$81,031.00  |
| Sub-Total                   |           |          |  |              | \$311,220.00 |
| Budgeted Fund Source Amount |           |          |  |              | \$311,220.00 |
| +/- Difference              |           |          |  |              | \$0.00       |
| 289 - Title IV              |           |          |  |              |              |
| Goal                        | Objective | Strategy | Resources Needed                         | Account Code | Amount       |
| 2                           | 5         | 3        | College and Career Enrichment Activities |              | \$7,000.00   |
| 4                           | 6         | 2        | Academy Planning Visits                  |              | \$10,000.00  |
| 4                           | 6         | 5        | Technology Resources                     |              | \$5,000.00   |
| 4                           | 6         | 6        | Dance Performance Materials              |              | \$5,000.00   |
| Sub-Total                   |           |          |  |              | \$27,000.00  |
| Budgeted Fund Source Amount |           |          |  |              | \$27,000.00  |
| +/- Difference              |           |          |  |              | \$0.00       |

| 289 - Title IV       |           |          |                  |              |              |
|----------------------|-----------|----------|------------------|--------------|--------------|
| Goal                 | Objective | Strategy | Resources Needed | Account Code | Amount       |
| Grand Total Budgeted |           |          |                  |              | \$358,220.00 |
| Grand Total Spent    |           |          |                  |              | \$358,220.00 |
| +/- Difference       |           |          |                  |              | \$0.00       |

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

| Title  | Person Responsible   | Review Date | Addressed By | Addressed On |
|--|--|-------------|--------------|--------------|
| Bullying Prevention  | Executive Director of Student Affairs                                  | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Child Abuse and Neglect  | Chief Human Resources Officer  | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Coordinated Health Program   | Chief Academic & Innovation Officer                                    | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Decision-Making and Planning Policy Evaluation                             | Chief Academic & Innovation Officer                                    | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Disciplinary Alternative Education Program (DAEP)                          | Executive Director of Student Affairs                                  | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Dropout Prevention   | Executive Director of Student Affairs, Assistant Superintendent        | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Dyslexia Treatment Program   | Executive Director of Special Education                                | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Title I, Part C Migrant  | Director of Federal & State Programs                                   | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Pregnancy Related Services   | Executive Director of Health, Safety, and Emergency Management         | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Post-Secondary Preparedness  | Chief Academic & Innovation Officer                                    | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Recruiting Teachers and Paraprofessionals                                  | Chief Human Resources Officer  | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Student Welfare: Crisis Intervention Programs and Training                 | Executive Director of Health, Safety, Emergency, and Crisis Management | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Student Welfare: Discipline/Conflict/Violence Management                   | Executive Director of Student Affairs                                  | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Texas Behavior Support Initiative (TBSI)                                   | Executive Director of Student Affairs                                  | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Technology Integration   | Chief Academic & Innovation Officer                                    | 9/3/2024    | Karen Shah   | 9/3/2024     |
| Job Description for Peace Officers, Resource Officers & Security Personnel | Chief Human Resources Officer  | 9/3/2024    | Karen Shah   | 9/3/2024     |



# Addendums

## CCMR Graduates Campus Goals - Connally HS

**The percentage of Graduates that meet one or more indicators for CCMRs will increase from 60% for the Class of 2023 to 88% for the Class of 2029.**

### Yearly Target Goals - All Annual Graduates Earning CCMR

| Class of 2022<br>(2023 Accountability Reports - Actual Outcomes for Goal-Setting) | Class of 2023<br>(Outcomes Reported in 2024 Accountability Ratings - Actual Outcomes for Goal-Setting) | Class of 2024<br>(Outcomes Reported in 2025 Accountability Ratings) | Class of 2025<br>(Outcomes Reported in 2026 Accountability Ratings) | Class of 2026<br>(Outcomes Reported in 2027 Accountability Ratings) | Class of 2027<br>(Outcomes Reported in 2028 Accountability Ratings) | Class of 2028<br>(Outcomes Reported in 2029 Accountability Ratings) | Class of 2029<br>(Outcomes Reported in 2030 Accountability Ratings) |
|---|--|---|---|---|---|---|---|
| 40%   | 60%  | 65%   | 70%   | 75%   | 80%   | 85%   | 88%   |

### Yearly Target Goals -- by Student Group -- Annual Graduates Earning CCMR (Accountability Domain 3: Closing the Gaps Outcomes for Each Student Group Evaluated)

|   | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | High Focus<br>(Eco Dis, EB, SPED, Foster, Migrant, Homeless) | Emergent Bilingual<br>(Current & Monitored) | Economically Disadvantaged | Special Ed<br>(Current) | Special Ed<br>(Former) | Continuously Enrolled |
|---|------------------|----------|-------|-----------------|-------|------------------|-------------------|--|---|----------------------------|-------------------------|------------------------|-----------------------|
| Class of 2022<br>(Actual Outcomes for Goal-Setting) | 23%              | 30%      | 48%   | n/a             | 72%   | n/a              | n/a               | 31%  | 30%   | 38%                        | 38%                     | n/a                    | 45%                   |
| Class of 2023<br>(Actual Outcomes for Goal-Setting) | 52%              | 59%      | 70%   | n/a             | 75%   | n/a              | n/a               | 60%  | 47%   | 61%                        | 88%                     | n/a                    | 63%                   |
| Class of 2024                                       | 57%              | 64%      | 75%   | n/a             | 80%   | n/a              | n/a               | 65%  | 52%   | 66%                        | 93%                     | n/a                    | 68%                   |
| Class of 2025                                       | 62%              | 69%      | 80%   | n/a             | 85%   | n/a              | n/a               | 70%  | 57%   | 71%                        | 95%                     | n/a                    | 73%                   |
| Class of 2026                                       | 67%              | 74%      | 85%   | n/a             | 90%   | n/a              | n/a               | 75%  | 62%   | 76%                        | 95%                     | n/a                    | 78%                   |
| Class of 2027                                       | 72%              | 79%      | 90%   | n/a             | 95%   | n/a              | n/a               | 80%  | 67%   | 81%                        | 95%                     | n/a                    | 83%                   |
| Class of 2028                                       | 77%              | 84%      | 95%   | n/a             | 95%   | n/a              | n/a               | 85%  | 72%   | 86%                        | 95%                     | n/a                    | 88%                   |
| Class of 2029                                       | 72%              | 89%      | 95%   | n/a             | 95%   | n/a              | n/a               | 90%  | 77%   | 91%                        | 95%                     | n/a                    | 93%                   |

Data Source: Baseline Class of 2023 from TEA Accountability Reports released August 2024.

To determine if goals were met each year, use TEA CCMR Verifier published each May/June or actual TEA Accountability reports published each August.

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

### CCMR Targeted Strategies

**Strategies must be included in the Campus Improvement Plan - Goal 3: PfISD will connect high school to career and college.**