

Dallas Independent School District
025 Skyline High School
2024-2025 Campus Improvement Plan



Mission Statement

As America’s first magnet high school, we are building a **legacy of leaders** by ensuring that all students are prepared for college, career, or military service.

Vision

Skyline will be the **Premier** Career Development Center in the nation

Value Statement

Motto:

Unity in Effort... Pride in Results!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Campus Needs Assessment for 2024-25 was developed using eight committees: Family & Community Engagement, Curriculum, Technology, Staff Quality, School Context and Organization, Demographics, Student Achievement, and Culture. Each committee provided research and data utilized in the development of the CIP. The CIP is developed to 1) describe how the campus will use Title I, Part A and other resources to implement; 2) demonstrate that the Schoolwide program contains sufficient resources and how they particularly address lowest-performing students; 3) identify the programs that have been consolidated and the amount each program contributes to the schoolwide pool. The information from those committees was then placed in the corresponding four categories of Demographics, Perceptions, Student Achievement, and Processes and Programs. The school then provided an overview of the process, development, and updated information for the CIP to an Executive Committee for further review in a CNA meeting. The Executive Committee then met in a subsequent meeting for the CIP, to include SBDM members, reviewed, made revisions and additions and completed the CIP working document.

Demographics

Demographics Summary

Skyline is a prominent academic institution that prepares students for college, career, and/or life with the support of administration and staff. Built in 1962, located at 7777 Forney Road, Skyline High School is a public magnet school in the Buckner Terrace area of Dallas, TX. It sits on approximately 73 acres and hosts students grades 9 through 12. The Buckner Terrace Community has a population of 19,565. 36% of the population is blue collar workers and have a median age of 30 years old. A considerable number of our students reside at Skyline Place apartments located across the street from the school. The community continues to grow and both English and Spanish are the dominant languages spoken in this community. Our community is diversified with students from mostly single-family households. Parent participation in student education is mostly championed by mothers. Most families are of Hispanic descent and African American decent. Most are from low-income families and Spanish is the language spoken by most families.

Enrollment at Skyline has fluctuated over the past four years but there has been an increase in the amount of African American students attending. Because of the COVID 19 Pandemic there has been an increase in the number of at-risk students. According to our Co-op department, and various students on campus, the student employment rate is about 70%. Skyline High School has a reported rate of 72.8% in Low Socio-Economic Status. Due to the social economic challenges faced by our students, working is a necessity for most students. The percentage of our students that have enrolled in Institutions of Higher Learning are 54% in 2019, 53% in 2018, and 53% in 2017. We have 705 students enrolled in our Talented and Gifted program, and a total of 999 students that take AP Courses. Nineteen of our students enlisted in the military last year.

Enrollment numbers for Skyline have fluctuated with the following statistics:

2020-2021: 3996

2021-2022: 3976

2022-2023: 4231

2023-2024: 3871

The ethnic groups and percentages represented at Skyline HS are as follows:

Hispanic: 78%

African American: 19%

White: 1.6%

2 or more races: 1.4%

American Indian: .1%

Asian: .2%

Pacific Islander: .1%

Our Attendance Percentages over the last 3 years is as follows

2017-2018 2018-2019 2019-2020

Campus 92.4 89.4 94.6

African American 90.7 85.9 93.5

Hispanic 93 90.5 94.9

SPED 89.4 88.3 94.8

Eco. Disadvantaged 92.8 90 94.8

ELL 90.9 87 93.7

Drop Out Rates 3.1% 2.6% 3.6%

When students leave Skyline, they typically transfer to other schools within Dallas ISD, outside of Dallas ISD, and sometimes out of state (rare). Some students with disruptive behaviors/school code violations go to DAEP. Some students are being home schooled due to COVID-19 related issues and concerns. Some students are in foster care or are in the care of CPS. When this happens, they are more likely to withdraw and enroll at another campus due to living arrangements.

The universities and colleges in our community include Eastfield Community College, Cedar Valley community college, Southern Methodist University, Texas Women's University, and the University of North Texas. Students can interact with colleges and universities through the following:

- College fairs organized by the district
- College fairs organized by Skyline HS
- ASP (Academic Success Program)
- Skyline Dual credit students go through Eastfield Community College
- Skyline Early college students go through Eastfield Community College

Skyline has 435 team members which consists of 265 teachers. Typically, Skyline retains approximately 85% of its teachers. There is a need to retain 90% of our teachers from year to year. In the 2023-2024 school year, Skyline had 48 teachers with 0-3 years of experience. Based on the TEI Indices, 61% of Skyline's teachers are Proficient 1 or higher.

Data Sources: Campus Data Packets, School Profile, MyData Portal (ACP, EOC, TELPAS, MAP)

Demographics Strengths

Demographic Strengths:

- Connections to higher level education, college and career pathways (CTE)
- CCMR: Currently 83%; however, projected to exceed 88%
- Dual credit participation
- 61% of teachers are Proficient 1 or higher

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The enrollment rate has decreased from over 4000 in 2022 to 3800 in 2024.

Root Cause: District programming has made programs at Skyline less exclusive. Additionally, Skyline has a high mobility rate with a shrinking comprehensive student population (from the surrounding neighborhood).

Problem Statement 2 (Prioritized): Need to increase student performance in Math (Alg 1) and English overall

Root Cause: Mobility rate in teachers/staff, and staff attendance was a problem in 2023-2024. Staff attendance was 70%, compared to student attendance, which was over 90%

Student Learning

Student Learning Summary

	ALG			BIO			US HIST			ENGLISH I & II			ENGLISH I			ENGLISH II		
SKYLIN HIGH SCHOO	Appr.	Meets	Masters	Appr.	Meets	Masters	Appr.	Meets	Masters	Appr.	Meets	Masters	Appr.	Meets	Masters	Appr.	Meets	Masters
2024 Prelim. Data (from TFAR)	55	13	4	86	40	8	94	71	37	57	39	5						
2023 Prelim. Data (from TFAR)	54	11	5	73	27	8	72	34	30	56	34	4	56	36	4	66	47	3
Diff. 2023 to 2024 Prelim.	1	2	-1	13	13	0	22	37	7	1	5	1						

Home

Middle Grades 6-8

Student Search

Students total number

768

Last updated
6/18/2024

Only Graduate



STAAR_EOC in Middle
School Accelerated
Students

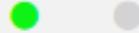
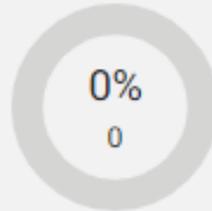


Year
2023-2024

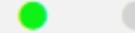
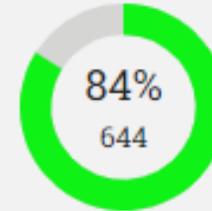
School
SKYLINE H S

Grade
12

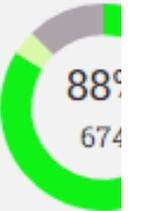
Graduated



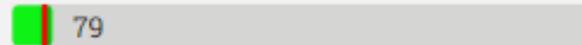
CCMR



CCMR



9th Grade

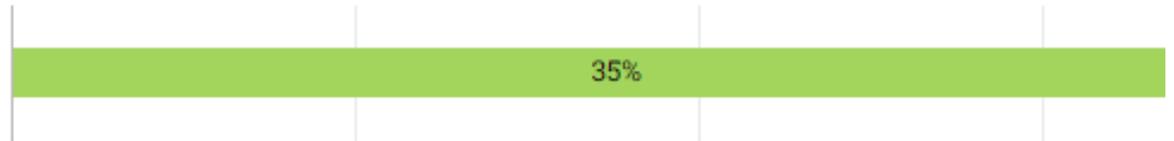


CCR A-F

College Readiness

ELAR SAT

270
200



Graduation info:

Total:	809
Total Out of Cohort:	24
Net Seniors:	785
Total On Track:	731
Total Off Track:	53
% On Track	93.12%
% Off Track	6.75%

Student Learning Strengths

Skyline Career Development Center demonstrates the following student strengths:

- Based on data from campus report card, the campus has consistently been higher than the state of grade 12 students on track to graduate (5 yrs consecutively)
- Data tracking of TEK performance by EOC/ACP content
- Hispanic student population are performing with consistency on district and state assessments
- School wide implementation of AVID strategies (Cornell Notes, Socratic seminars)
- Collaborative PLC planning takes place and all EOC Contents have a common PLC periods
- Social Studies (U.S. History EOC) out-performed all academic groups in 2023-24 with double percentage points of students achieving MASTERY on EOC
- EOC data from Biology, Algebra I, ELAR I & II have maintained consistent gains of 1-4% from 2023-2024
- ACP student pass rate performance exceeds the district performance in EOC Core subjects
- Campus offers CTE & NAF Certifications (Ex. Cosmetology, Horticulture, Floral Design, Aviation, Auto Technology, Microsoft Office)
- Campus offers career pathways in Math, Science, Social Science Advance Academic Clusters, and Early College
- Dual Credit Courses offered for Comprehensive and Early College

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A lack of student engagement with the provided academic systems during and outside of regular school hours.

Root Cause: Connections to teachers and instructional staff are not always authentic. Engagement strategies have not been mandated or systemized.

Problem Statement 2 (Prioritized): The need exists for a plan for academic intervention, and increasing the current systems of academic support, during and outside of regular school hours.

Root Cause: Success can be found in some departments, however a shared vision of intervention has not been adopted.

Problem Statement 3: The need exists for a plan for academic intervention, and increasing the current systems of academic support, during and outside of regular school hours.

Root Cause: Success can be found in some departments, however a shared vision of intervention has not been adopted.

School Processes & Programs

School Processes & Programs Summary

Skyline Career Development Center was the first magnet high school in the nation. We currently host Magnet (CTE), NAF and ECHS Programs. Magnet programs include: Advanced Math (Pre-Engineering), Advanced Science (Pre-Med), Advanced Social Science (Government & Public Administration, Legal Studies), Architecture, Automotive (Collision & Mechanics), Aviation, Construction (Carpentry & HVAC), Cosmetology, Culinary Arts, Education & Training, Fashion Marketing & Apparel Design, Floral Design & Horticulture, Graphic Design & Illustration, Interior Design, Photography, Radio, Television & Film and World Languages. Our NAF Academies include: Academy of Engineering, Academy of Finance, Academy of Health Sciences, Academy of Hospitality & Tourism and the Academy of Information Technology.

Skyline Career Development Center School Processes & Programs include the following:

- New Teacher Academy-Provides mentoring support for 0-3 yr. teachers
- Link Crew - Student lead mentoring program designed to keep grade 9 students on track academically through tutoring, monitoring grades during progress/report card cycles
- B-12 Committee host faculty celebrations monthly
- Campus Communication platforms to disseminate pertinent information for all stakeholders (Remind 101, Schoolmessenger, Skyline Voice (campus newsletter), Campus Website)
- Raider Nation Playbook to showcase all content areas campus wide; featuring departmental Big Rocks, Data Goals, Campus Mission/Vision/Theme/Motto
- Principal's Plan-Attendance for Credit Restoration
- HB4545 Tutoring for STAAR/EOC Retesters
- Becoming A Man (BAM) & Working on Womanhood (WOW)-Mentoring program that targets Social Emotional Learning (SEL) to positively impact student behavior
- Fellowship of Christian Athletes (FCA) - SEL support for Athletic students participating in extracurricular activities

School Processes & Programs Strengths

Skyline Career Development Center School Processes and Programs Strengths are as follows:

- New Teacher Academy meets monthly to provided ongoing support (Ex. Classroom management, campus logistics, required documentation, professional development) for teachers with 0-3 yrs experience
- Campus Communication platforms to disseminate pertinent information for all stakeholders (Remind 101, Schoolmessenger, Skyline Voice (campus newsletter), Campus Website)
- Raider Nation Playbook to showcase all content areas campus wide; featuring departmental Big Rocks, Data Goals, Campus Mission/Vision/Theme/

Motto

- Curriculum Instructional Strategies implemented school wide for student achievement (Write to Learn, AVID Cornell Notes, AVID Socratic Seminars, ACE Strategies)
- Principal's Plan Attendance to ensure students are able to restore potential credits due to a variety of circumstances that impact attendance
- HB4545 strategic tutoring for students that are off-track on STAAR/EOC assessments
- B-12 Committee focuses on building campus morale and celebrating campus successes
- Link Crew held tutoring sessions for STAAR/EOC
- BAM/WOW student mentoring program (BAM=Becoming A Man) (WOW=Working On Womanhood)
- FCA-Fellowship of Christian Athletes
- Pipeline to Possibilities Program
- Call Me Mister Program
- All Distinguished NAF Programs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of student college readiness including Apply Texas Rates, FAFSA completion, College Preparation, TSIA, & SAT college ready benchmarks and AP Exams, IBC

Root Cause: Lack of stakeholder buy-in, especially with underclassmen exposure. Lack of sufficient staff training for college readiness.

Problem Statement 2: Lack of, or need for programs directed at the success of hispanic student population specifically.

Root Cause: Campus programs are directed in a broad and general sense, and not specifically developed.

Problem Statement 3: Lack of 100% participation from all students in a campus club, program, cluster, sport, etc.

Root Cause: Lack of student and staff buy in. Unclear expectation from campus administration.

Perceptions

Perceptions Summary

Areas of opportunity around Perceptions include the need to improve climate and culture, communication, and discipline systems (including tardies, skipping and attendance).

Additionally, there is a need for more parent participation and involvement in school activities. College-Going Culture increased from 62.8% to 63%. Teacher-Teacher Trust increased from 65.2% to 66.1%. Teacher-Principal Trust increased from 47.3% to 54.2% from Spring 2022 to Fall 2022. Main forms of communication are emails, Skyline's *The Voice* (campus and parent editions), social media sites and school calendar. Staff has requested the need for a weekly google calendar, in addition to the comprehensive School Calendar.

Perceptions Strengths

Improvement around Perceptions is an area of opportunity at Skyline; however, some improvement has been made. Skyline school culture and climate has slightly improved over the past two years. With the implementation of committees like B12, FBLA and Skyline's newsletter, *The Voice*, Skyline was able to recognize more students and staff members for outstanding accomplishments. This recognition served as motivation for other students and staff to participate in leadership roles.

- B12 is a service committee created by Principal West to improve climate and culture by recognizing and celebrating achievements. Some of the responsibilities of this group of twelve leaders were to (1) recognize achievements and growth, (2) celebrate district recognized holidays and (3) build positive relationships. B12 members achieved this goal by recognizing and celebrating a *Teacher of the Month*, *Random Acts of Kindness*, and other teacher appreciation activities. One activity that was an overwhelming success was called Fresh Start. This activity was held at the top of the second semester to bring in the new year with fresh mindsets and positive energy. B12 members, with the help of Culinary Arts, prepared light snacks, provided soft music, and decorated an area in the student center for teachers to unwind during lunch and mingle with staff members.
- Skyline's 2023-2024 Link Crew leaders worked with our freshmen students to provide support and encouragement as they transitioned from middle school to high school. Some of the responsibilities of the Link Crew junior and senior student leaders were to meet with their freshmen bimonthly to review their classroom academic and attendance reports and serve as a source of support if needed. Celebratory events and rewards were in place for freshmen demonstrating outstanding achievements.
- Future Business Leaders of America was reinstated during the 2022-23 school year to grow student business leaders. The sponsors hosted a 'How to Tie a Tie' training, to help prepare our young men for the business world. This was another way Skyline committees came together to bring synergy on campus with our students and staff members.
- Achievements were highlighted (every other Monday) in our campus & parent editions of the newsletter, *Skyline's The Voice*.
- Community Partnerships have increased over the past two years including: WeLiving, FedEx, Compudot, etc.....

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for more parent participation and involvement in all school activities, including joining PTSA.

Root Cause: Lack of multiple platforms for communication and engagement options to all stakeholders, lack of organization representation at school events. Lack of incentives to improve attendance at events.

Problem Statement 2 (Prioritized): Stakeholders safety is a priority, as Skyline is an open campus with separate buildings, like a community college.

Root Cause: Several (131) entry and exit locations on campus, shortage of well trained and effective monitoring staff, Lack of understanding, implementation, and consequences according to student code of conduct.

Problem Statement 3: Lack of true mentorship for new teachers at the campus and district level.

Root Cause: Mentorship is difficult due to variety of specialized programs on campus. Lack of training for mentors and number of experienced mentors. Lack of collaboration between campus mentors and New Teacher Academy.

Priority Problem Statements

Problem Statement 1: The enrollment rate has decreased from over 4000 in 2022 to 3800 in 2024.

Root Cause 1: District programming has made programs at Skyline less exclusive. Additionally, Skyline has a high mobility rate with a shrinking comprehensive student population (from the surrounding neighborhood).

Problem Statement 1 Areas: Demographics

Problem Statement 2: Need to increase student performance in Math (Alg 1) and English overall

Root Cause 2: Mobility rate in teachers/staff, and staff attendance was a problem in 2023-2024. Staff attendance was 70%, compared to student attendance, which was over 90%

Problem Statement 2 Areas: Demographics

Problem Statement 3: The need exists for a plan for academic intervention, and increasing the current systems of academic support, during and outside of regular school hours.

Root Cause 3: Success can be found in some departments, however a shared vision of intervention has not been adopted.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of student college readiness including Apply Texas Rates, FAFSA completion, College Preparation, TSIA, & SAT college ready benchmarks and AP Exams, IBC

Root Cause 4: Lack of stakeholder buy-in, especially with underclassmen exposure. Lack of sufficient staff training for college readiness.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Stakeholders safety is a priority, as Skyline is an open campus with separate buildings, like a community college.

Root Cause 5: Several (131) entry and exit locations on campus, shortage of well trained and effective monitoring staff, Lack of understanding, implementation, and consequences according to student code of conduct.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: Student achievement in all subjects using the projected Domain 1 raw score will increase from 53% to 60% by June 2025.

High Priority

Evaluation Data Sources: District Assessments, STAAR EOC scores, CCMR %, Graduation Rate

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Skyline will implement targeted learning/instructional strategies such as AVID style note taking strategies, coaching in the moment strategies for student engagement, and consistent instructional feedback to teachers, in all content areas to improve learning , writing, vocabulary, and reading comprehension.</p> <p>Strategy's Expected Result/Impact: Move all students towards proficiency increasing Approaches, Meets and Masters percentages on all STAAR/EOC tested areas.</p> <p>Staff Responsible for Monitoring: Instructional Lead Teachers, and Core Content Assistant Principals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus wide expectation of the implementation of focused note taking strategies and interactive notebooking, such as is delivered via AVID, will be utilized in all content areas to increase exposure to expository writing, text annotation, academic vocabulary, summarization, & critical thinking/rigor.</p> <p>Strategy's Expected Result/Impact: Vertical alignment of curriculum, instruction, and assessment to ensure student success.</p> <p>Staff Responsible for Monitoring: All Content Assistant Principals, Content Instructional Lead Teachers, AVID Site Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Oct	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize uniform and systemized speaking strategies, such as Ellevation, to develop emergent bilingual students speaking skills with topics that require prior knowledge to increase the performance rate on TELPAS from 7% for all grade levels to 10% by June 2025.</p> <p>Strategy's Expected Result/Impact: Student performance on Advanced Speaking on TELPAS assessment will improve.</p> <p>Staff Responsible for Monitoring: English as Second Language (ESL) and Sheltered Teachers, ELA Assistant Principal, LOTE Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Oct	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Skyline will utilize targeted systems, student monitoring software, staff technology, and materials aimed at maximizing instructional time for students and teachers. Targeted systems addressing student attendance, tardies, and teacher attendance will be implemented in order to mitigate learning loss. Such as ECampusUSA Tardy Eliminator Software, and ipad devices for all administrators to collect data in the field.</p> <p>Strategy's Expected Result/Impact: The result of this strategy will be aimed at increasing student seat time in tested subjects and intervention. Measurable outcomes will be campus attendance rates, measured each 9 weeks.</p> <p>Staff Responsible for Monitoring: All Admin staff, and Attendance office staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	Formative		
	Oct	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide Culturally Responsive Teaching professional development, Region 10 ESC training, and Lead4Ward Training to all teachers to improve student performance on district and state assessments.</p> <p>Strategy's Expected Result/Impact: Increase student performance through academic achievement.</p> <p>Staff Responsible for Monitoring: All campus admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2</p>	Formative		
	Oct	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The enrollment rate has decreased from over 4000 in 2022 to 3800 in 2024. **Root Cause:** District programming has made programs at Skyline less exclusive. Additionally, Skyline has a high mobility rate with a shrinking comprehensive student population (from the surrounding neighborhood).

Problem Statement 2: Need to increase student performance in Math (Alg 1) and English overall **Root Cause:** Mobility rate in teachers/staff, and staff attendance was a problem in 2023-2024. Staff attendance was 70%, compared to student attendance, which was over 90%

Student Learning

Problem Statement 2: The need exists for a plan for academic intervention, and increasing the current systems of academic support, during and outside of regular school hours.

Root Cause: Success can be found in some departments, however a shared vision of intervention has not been adopted.

Perceptions

Problem Statement 2: Stakeholders safety is a priority, as Skyline is an open campus with separate buildings, like a community college. **Root Cause:** Several (131) entry and exit locations on campus, shortage of well trained and effective monitoring staff, Lack of understanding, implementation, and consequences according to student code of conduct.

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

Performance Objective 2: Student achievement on state assessments in Eng. I in Domain I will increase from 58% to 65% Approaches, 43% to 50% Meets, and 8% to 15% Masters by June 2025.

Student achievement on state assessments in Eng. II in Domain I will increase from 71% to 75% Approaches, 53% to 60% Meets, and 4% to 10% Masters by June 2025.

High Priority

Evaluation Data Sources: District Assessments, STAAR EOC scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to give clear expectations for performance in all instructional areas.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English I & English II teachers will implement writing and reading comprehension strategies, such as "Read Talk - Talk Write", that requires students to provide evidence for their responses, to improve literacy skills.</p> <p>Strategy's Expected Result/Impact: Increase in student understanding of reading passages and ability to effectively answer free response questions on exams.</p> <p>Staff Responsible for Monitoring: EOC/STAAR Instructors, Content Assistant Principals, Instructional Lead Teachers, Region I Instructional Lead Coach.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: English I and English II teachers will utilize Power PLCs (look forward and look back) to review student data weekly to identify gaps in student performance. Evidence of Look forward, Look Back, and Data target meetings will be required as deliverables.</p> <p>Strategy's Expected Result/Impact: We will move students towards proficiency increasing Approaches, Meets, and Masters percentages on STAAR/EOC. Students will proficiently develop Extended Constructive Responses (10 pts on STAAR/EOC) and Short Constructive Responses (3 pts on STAAR/EOC)</p> <p>Staff Responsible for Monitoring: ELAR Assistant Principal, Instructional Lead Teachers, ELAR teachers, Region I Instructional Lead Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative		
	Oct	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Need to increase student performance in Math (Alg 1) and English overall Root Cause: Mobility rate in teachers/staff, and staff attendance was a problem in 2023-2024. Staff attendance was 70%, compared to student attendance, which was over 90%</p>
Student Learning
<p>Problem Statement 2: The need exists for a plan for academic intervention, and increasing the current systems of academic support, during and outside of regular school hours. Root Cause: Success can be found in some departments, however a shared vision of intervention has not been adopted.</p>

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

Performance Objective 3: Student achievement on state assessments in Algebra I in Domain I will increase from 62% to 70% Approaches, 17% to 22% Meets, and 5% to 15% Masters by June 2025.

High Priority

Evaluation Data Sources: District Assessments, STAAR EOC scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to give clear expectations for performance in all instructional areas.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Algebra I teachers will utilize the CARNEGIE and MATHIA in each lesson. High leverage instructional strategies including: a) Small Group Instruction b) Write to Learn c) Rigorous Questioning d) Exemplar Demonstration of Learning (DOLS) e) Differentiated Instruction. Strategies will also include training for subpopulations such as Special Education (SPED) and Emergent Bilingual (EB) to improve literacy skills and meet the needs of all tiered students.</p> <p>Strategy's Expected Result/Impact: Implementation of the district math curriculum, with fidelity, will be monitored to increase student performance on all district and state assessments.</p> <p>Staff Responsible for Monitoring: Math Assistant Principal, Algebra I Teachers, Instructional Lead Teacher, Region I Math Instructional Lead Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Algebra I teachers will utilize Power PLCs (Look Forward and Look Back) to review student data weekly to identify gaps in student performance. Evidence of Look forward, Look Back, and Data target meetings will be required as deliverables.</p> <p>Strategy's Expected Result/Impact: Teachers use Exemplar DOLS, Success Criteria to adjust instruction and provide intervention strategies for student achievement based on data. Strategies for remediation are discussed, designed, and implemented in next teaching cycle.</p> <p>Staff Responsible for Monitoring: Math Teachers, Instructional Lead Teacher, Math Assistant Principal and Region I Math Instructional Lead Coach.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Oct	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All campus teachers will be given the opportunity to provide interventions and extended learning opportunities to TIER 2 & 3 students and AT- Risk student populations via am/pm tutoring, Saturday School Academies, and Academic Boot Camps.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance.</p> <p>Staff Responsible for Monitoring: All campus admin.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative		
	Oct	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Need to increase student performance in Math (Alg 1) and English overall **Root Cause:** Mobility rate in teachers/staff, and staff attendance was a problem in 2023-2024. Staff attendance was 70%, compared to student attendance, which was over 90%

Student Learning

Problem Statement 2: The need exists for a plan for academic intervention, and increasing the current systems of academic support, during and outside of regular school hours.
Root Cause: Success can be found in some departments, however a shared vision of intervention has not been adopted.

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

Performance Objective 4: Student achievement on state assessments in Biology in Domain I will increase from 90% to 92% Approaches, 46% to 55% Meets, and 9% to 15% Masters by June 2025.

Evaluation Data Sources: District Assessments, STAAR EOC scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Revise campus wide progress monitoring system and make efforts toward its implementation.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement interactive notebooking, note taking, and vocabulary strategies to improve writing, vocabulary, and reading comprehension.</p> <p>Strategy's Expected Result/Impact: Student literacy will increase student constructive responses on district and state assessments.</p> <p>Staff Responsible for Monitoring: Biology Teachers, Instructional Lead Teacher, Science Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Oct	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Biology teachers will implement content-based projects (project based learning) during each grading cycle to develop scientific critical thinking to improve Meets & Masters scores.</p> <p>Strategy's Expected Result/Impact: Students receive hands on experience and develop critical thinking skills.</p> <p>Staff Responsible for Monitoring: Biology Teachers, Instructional Lead Teacher, Science Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Oct	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Biology teachers will utilize Power PLCs (Look Forward and Look Back) to review student data weekly to identify gaps in student performance. Evidence of Look forward, Look Back, and Data target meetings will be required as deliverables.</p> <p>Additionally, continuing development of teaching staff will take place using targeted PD opportunities for staff to attend national conferences such as CAST and present their findings to the campus.</p> <p>Strategy's Expected Result/Impact: Provide quality professional development for all teachers for high quality instructions to include but not limited to a) Small Group Instruction b) Writing to Learn c) Rigorous Questioning d) Differentiated Instruction. Opportunity for Science EOC teachers attend CAST (Conference for Advancement of Science Teaching) Regional Training for STAAR/EOC Updates.</p> <p>Staff Responsible for Monitoring: Biology Teachers, Instructional Lead Teacher, Science Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211 - Title I, Part A - 211-13-6299-2T-025-2-30 - \$730</p>	Formative		
	Oct	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: The need exists for a plan for academic intervention, and increasing the current systems of academic support, during and outside of regular school hours.</p> <p>Root Cause: Success can be found in some departments, however a shared vision of intervention has not been adopted.</p>

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

Performance Objective 5: Student achievement on state assessments in U.S. History in Domain I will increase from 96% to 97% Approaches, 73% to 75% Meets, and 38% to 42% Masters by June 2025.

Evaluation Data Sources: District Assessments, STAAR EOC scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Evidence seen in walk throughs and evaluations.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: U.S. History teachers will implement critical thinking questioning strategies, and aggressive monitoring practices to impact historical questioning and discussion and high expectations for monitoring student engagement, and present evidence of their discussions in PLCs.</p> <p>U.S. History teachers will utilize Power PLCs (Look Forward and Look Back) to review student data weekly to identify gaps in student performance. Evidence of Look forward, Look Back, and Data target meetings will be required as deliverables.</p> <p>Strategy's Expected Result/Impact: Increase student comprehension of social studies content.</p> <p>Staff Responsible for Monitoring: U.S. History Teachers, Instructional Lead Teacher, Social Studies Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: U.S. History teachers will implement specific classroom writing expectations, such as Funnel Writing System in conjunction with Write to Learn, in order to focus on block writing of primary and secondary sources within social studies content.</p> <p>Strategy's Expected Result/Impact: Increase vocabulary acquisition, writing fluency, and content comprehension. Extend opportunities for mastery level at-bats instructionally.</p> <p>Staff Responsible for Monitoring: U.S. History Teachers, Instructional Lead Teacher, Social Studies Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Oct	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 2: The need exists for a plan for academic intervention, and increasing the current systems of academic support, during and outside of regular school hours.</p> <p>Root Cause: Success can be found in some departments, however a shared vision of intervention has not been adopted.</p>

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

Performance Objective 6: Attendance from 92% to 94% by June 2025.

High Priority

Evaluation Data Sources: Attendance Tracker, Daily Attendance from PowerSchools

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Systemize incentive programs for attendance and set up touchpoints for tracking

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

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

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

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

Performance Objective 1: The percent of students (12th Grade) meeting the Texas Success initiative requirements for college readiness (CCMR met) will increase from 84% to 90% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Student Assessment, CCMR report

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Schedule in skills and prep classes over the course of 10th and 11th grade to prepare for the TSIA to be taken at the end of 11th grade.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide instructional materials, software, computer hardware, and learning supports to all teachers and students with the intent to help support learning, be successful in all coursework, Dual Credit coursework, taking AP exams, SAT exams, and TSIA 2 exams and instructional mastery to meet higher passing rates, and to mitigate learning loss.</p> <p>Strategy's Expected Result/Impact: Increase student AP, TSIA 2, and SAT performance in Grades 9-11 for all subpopulations. Increase school performance for State Accountability and Dual Credit Coursework. Increase use of advisory period. Purchase supplementary College Prep materials. Students taking advanced courses have additional preparatory support to meet achievement levels.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal for AP courses, Honors & AP teachers; Academic Success Program (ASP) College Access Partner Data; Counselors, Early College & Dual Credit Coordinators, ACE Advisory teachers can lead teachers through lessons to provide additional support. CILT & CNA/CIP Executive Committee Formative Reviews: Mid-November, 2023; Mid-January, 2024; Mid-March, 2024; Summative Review: Beginning Weeks, June, 2024.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I, Part A - \$10,000</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for AP and Dual Credit teachers to plan and learn best practices via AP retreats, trainings, and collaboration sessions. Provide additional prep materials for AP and Dual Credit courses and support. Provide opportunities for training and development of AVID strategies campus wide in the form of teachers attending trainings, conferences, retreats to improve college prep for all students.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity. Increase student AP and Dual Credit performance. Increase the retention of effective teachers; climate survey, and student perception survey evident in increased SEI campus score.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal. for AP, AP teachers, Dual Credit teachers, Magnet Coordinators.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I, Part A - \$10,000</p>	Formative		
	Oct	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional development, teacher prep materials, supplies, teacher technology, and materials to faculty intended to improve instruction and TSIA/SAT knowledge and skills into current curriculum to all teachers, administrators, instructional staff, counseling staff.</p> <p>Strategy's Expected Result/Impact: Increase student understanding of the impact TSIA/SAT can impart on their post-secondary options. Increase teacher capacity to teach knowledge and skills needed to be successful in college. Increase achievement performance on TSIA/SAT exams. Increase student passing rates for TSIA/SAT exams. To use the College Prep (ELAR & Math) more effectively by being able to identify those students who would most benefit from those classes.</p> <p>Staff Responsible for Monitoring: Dual Credit Coordinator; Core content APs; CILT</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	Formative		
	Oct	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The enrollment rate has decreased from over 4000 in 2022 to 3800 in 2024. **Root Cause:** District programming has made programs at Skyline less exclusive. Additionally, Skyline has a high mobility rate with a shrinking comprehensive student population (from the surrounding neighborhood).

Student Learning

Problem Statement 2: The need exists for a plan for academic intervention, and increasing the current systems of academic support, during and outside of regular school hours. **Root Cause:** Success can be found in some departments, however a shared vision of intervention has not been adopted.

School Processes & Programs

Problem Statement 1: Lack of student college readiness including Apply Texas Rates, FAFSA completion, College Preparation, TSIA, & SAT college ready benchmarks and AP Exams, IBC **Root Cause:** Lack of stakeholder buy-in, especially with underclassmen exposure. Lack of sufficient staff training for college readiness.

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

Performance Objective 2: The percent of students (all grade levels) that are enrolled in relevant coursework, and eligible to obtain an Industry-Based Certification, will increase from 39% to 50% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Student Assessment, CCMR report

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Require 100% of students to be pathway completers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development to teachers and counselors regarding CTE pathway completion, TEA approved Industry Based Certifications (IBCs), and Eduthings.</p> <p>Strategy's Expected Result/Impact: Increase number of students enrolled in CTE verified pathways. Increase number of students considered "Completers" (students with at least 3 classes in the same pathway). Increase number of students attempting and passing state approved IBC examinations. Increase accuracy of teacher entered IBC records into Eduthings.</p> <p>Staff Responsible for Monitoring: CTE APs, NAF/Magnet Coordinator, Counselors, Master Schedule AP</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development to teachers and counselors regarding CTE pathway completion, TEA approved Industry Based Certifications (IBCs), and Eduthings.</p> <p>Strategy's Expected Result/Impact: Increase number of students enrolled in CTE verified pathways. Increase number of students considered "Completers" (students with at least 3 classes in the same pathway). Increase number of students attempting and passing state approved IBC examinations. Increase accuracy of teacher entered IBC records into Eduthings.</p> <p>Staff Responsible for Monitoring: CTE APs, NAF/Magnet Coordinator, Counselors, Master Schedule AP</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	Formative		
	Oct	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Career Planning: ALL students will engage in ongoing career planning during advisory in order to select an appropriate college and career pathway.</p> <p>Strategy's Expected Result/Impact: Create a more comprehensive communication method to address free college tuition to parents, students, and faculty through greater frequency, improved relationships, and faculty buy in. All Seniors will reach a benchmarked, FAFSA completion rate of 50% before Thanksgiving Break.</p> <p>Staff Responsible for Monitoring: Dallas County Promise Data; Academic Success Program (ASP)College Access Partner Data; Counselor rates.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative		
	Oct	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The enrollment rate has decreased from over 4000 in 2022 to 3800 in 2024. **Root Cause:** District programming has made programs at Skyline less exclusive. Additionally, Skyline has a high mobility rate with a shrinking comprehensive student population (from the surrounding neighborhood).

Student Learning

Problem Statement 2: The need exists for a plan for academic intervention, and increasing the current systems of academic support, during and outside of regular school hours. **Root Cause:** Success can be found in some departments, however a shared vision of intervention has not been adopted.

School Processes & Programs

Problem Statement 1: Lack of student college readiness including Apply Texas Rates, FAFSA completion, College Preparation, TSIA, & SAT college ready benchmarks and AP Exams, IBC **Root Cause:** Lack of stakeholder buy-in, especially with underclassmen exposure. Lack of sufficient staff training for college readiness.

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

Performance Objective 3: Percent of graduates Early College High School (ECHS) who earn 60 hours, or attain an Associates degree, will increase from 52% to 60% by June 2025.

High Priority

Evaluation Data Sources: ECHS campus and district level administration, ECHS Campus Coordinator, ECHS Campus Counselor

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Progress monitor each cohort per semester by assigning a facilitator to each student to check submitted college course work bi-weekly.</p> <p>Strategy's Expected Result/Impact: Increase ability to closely monitor progress towards degree attainment. Promote student accountability for monitoring own progress towards degree attainment.</p> <p>Staff Responsible for Monitoring: ECHS Assistant Principal; ECHS Coordinator; ECHS Counselor; Master schedule Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor the number of dual credit courses successfully completed each semester by ECHS and Comprehensive students.</p> <p>Strategy's Expected Result/Impact: Increase the number of students obtaining associates degrees by end of senior year. Increase student accountability for monitoring their own progress towards earning an Associate's degree.</p> <p>Staff Responsible for Monitoring: ECHS AP; ECHS Coordinator; ECHS Teachers, ECHS Counselor.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative		
	Oct	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The enrollment rate has decreased from over 4000 in 2022 to 3800 in 2024. Root Cause: District programming has made programs at Skyline less exclusive. Additionally, Skyline has a high mobility rate with a shrinking comprehensive student population (from the surrounding neighborhood).</p>
Student Learning
<p>Problem Statement 2: The need exists for a plan for academic intervention, and increasing the current systems of academic support, during and outside of regular school hours. Root Cause: Success can be found in some departments, however a shared vision of intervention has not been adopted.</p>
School Processes & Programs
<p>Problem Statement 1: Lack of student college readiness including Apply Texas Rates, FAFSA completion, College Preparation, TSIA, & SAT college ready benchmarks and AP Exams, IBC Root Cause: Lack of stakeholder buy-in, especially with underclassmen exposure. Lack of sufficient staff training for college readiness.</p>

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

Performance Objective 4: The percent of student that will graduate overall will increase by cohort. The graduation rate will increase overall from 88.2% to 90%

High Priority

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Develop progress monitoring system for comprehensive students to be implemented in Advisory

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide training for teachers (especially senior grade level) regarding Dallas County Promise, TAFSA/FAFSA deadlines, college application and essay deadlines.</p> <p>Strategy's Expected Result/Impact: Increase Dallas County Promise completion rate from 90 to 93%. Increase college application rate from 85 to 88%. Increase FAFSA/TAFSA completion rate from 76 to 80%.</p> <p>Staff Responsible for Monitoring: Senior grade level APs; Counselors; ASP College Access Provider partners</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Promote increased attendance to district and campus collegiate/career fairs for faculty, students and their families, and promote parent involvement.</p> <p>Strategy's Expected Result/Impact: Increase in FAFSA/TAFSA completion rates. Increase in application completion rates. Increase in student achievement on TSIA/SAT assessments. Increase parent involvement at campus and District events.</p> <p>Staff Responsible for Monitoring: Counselors; Senior grade level Assistant Principals; Academic Success Program (ASP) College Access partner, parents, etc.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: Materials, training resources, printing, graphics, office supplies, etc - 211 - Title I, Part A - \$2,000</p>	Formative		
	Oct	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: The enrollment rate has decreased from over 4000 in 2022 to 3800 in 2024. Root Cause: District programming has made programs at Skyline less excusive. Additionally, Skyline has a high mobility rate with a shrinking comprehensive student population (from the surrounding neighborhood).</p>
School Processes & Programs
<p>Problem Statement 1: Lack of student college readiness including Apply Texas Rates, FAFSA completion, College Preparation, TSIA, & SAT college ready benchmarks and AP Exams, IBC Root Cause: Lack of stakeholder buy-in, especially with underclassmen exposure. Lack of sufficient staff training for college readiness.</p>
Perceptions
<p>Problem Statement 2: Stakeholders safety is a priority, as Skyline is an open campus with separate buildings, like a community college. Root Cause: Several (131) entry and exit locations on campus, shortage of well trained and effective monitoring staff, Lack of understanding, implementation, and consequences according to student code of conduct.</p>

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3		211-13-6299-2T-025-2-30	\$730.00
5	1	1			\$10,000.00
5	1	2			\$10,000.00
5	4	2	Materials, training resources, printing, graphics, office supplies, etc		\$2,000.00
Sub-Total					\$22,730.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					-\$2,730.00
199 - General Operating					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$20,000.00
199 - Racial Equity (RK)					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00
Grand Total Budgeted					\$50,000.00
Grand Total Spent					\$22,730.00
+/- Difference					\$27,270.00