Fort Worth Independent School District

009 Polytechnic High School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

Inspire in every student and staff member the passion to learn through Poly P.R.I.D.E.

Vision

Igniting in every student and staff member a mindset for continuous growth, self-improvement, and lifelong learning.

Value Statement

PRIDE

P-Perseverance

R-Respect

I-Integrity

D-Dependability

E-Excellence

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

At Polytechnic High School, we are proud of our diverse student body, which comprises 1,394 students from various ethnic backgrounds. Our student population includes 1% Asian, 18% Black or African American, 81% Hispanic/Latino, 0.02% Native Hawaiian or Other Pacific Islander, and 2% White. We also serve immigrant students who make up 4.9% of our student body. The rich tapestry of cultures and experiences enhances our learning environment and fosters a community of inclusivity and mutual respect.

A significant portion of our students, 63%, are classified as Emergent Bilingual or English Learners (EL), highlighting the importance of providing robust language support programs to ensure all students can access the curriculum effectively. Of the 820 students classified as Emergent Bilingual, 81% are classified as Long Term Bilingual, meaning they still need support in reaching English proficiency and have been in school for more than seven years. We also serve 63 newcomer students who have recently arrived in our country and have been in the US for 0 - 3 years. Additionally, 10% of our students are enrolled in Special Education, underscoring our commitment to offering tailored educational opportunities that meet the diverse needs of our learners. With 88% of our students identified as economically disadvantaged, we are dedicated to providing resources and support to overcome barriers to academic success.

Our school experiences a mobility rate of 28.6%, which presents unique challenges and opportunities in maintaining continuity in education and fostering a stable learning environment. We strive to support our students through these transitions with comprehensive guidance and resources. In addition, 92.5% of our student body is economically disadvantaged.

For the class of 2023, our graduation rate was 73.7%. We graduated 218 students, 27.1% of whom completed a CTE program, and 95% of whom demonstrated college, career, or military readiness. The enrollment for Instructional programs includes 59% in ESL education, 76.3% in Career and Technical Education, 11.5% in Gifted and Talented Education, and 9.6% in special education.

The heartbeat of our school is the diverse faculty and staff of 110. For the 2023-24 school year, our professional staff included 80 teachers, 18.5 professional support staff, and five administrators. We also have six educational aides, four counselors, an intervention specialist, and an attendance control specialist. Our student-to-teacher ratio is 17.2 to 1. The teacher breakdown by ethnicity is 23.6% African-American, 26.6% Hispanic, 46.1% White, and 2% Asian. The experience among our teachers ranges from beginning teachers (10.3%) to 30 years of teaching experience (14.9%). Teacher breakdown by experience: 1-5 years is 29%, 6-10 years is 18.6%, and 11-20 years is 20.8%. Beginning teachers and teachers new to Polytechnic High School are part of the new teacher orientation at Polytechnic, led by our instructional coaches and post-secondary success specialists. New teachers work with a mentor and an instructional coach to help their

transition to a full-time teaching role.

Demographics Strengths

Our school has established a system for attendance recovery, ensuring students who have missed school can catch up on their learning and receive credit for courses with a passing grade if attendance falls below 90%. This system is designed to support students in maintaining their academic progress and achieving their educational goals, thereby reducing the negative impact of absenteeism on their overall performance.

We are fortunate to serve a diverse student population, enriching our school community with various perspectives and cultural experiences. This diversity fosters an inclusive environment where students learn from one another and develop a deeper understanding and appreciation of different cultures and backgrounds.

Our diverse staff is a testament to our commitment to serving our students effectively. With a team that reflects the diversity of our student body, we are better equipped to address each student's unique needs and provide them with the support and guidance necessary for their success.

We have successfully increased the number of students enrolled in On Ramps, Dual Credit, and Advanced Placement courses. This expansion provides our students with more opportunities to challenge themselves academically and earn college credits while still in high school, preparing them for the rigors of post-secondary education.

Our Go Center is a vital resource for students across all grade levels, working diligently to support them in pursuing post-secondary education and career opportunities. The center provides guidance and resources to help students explore their interests, set goals, and make informed decisions about their future paths.

Implementing a school-wide Positive Behavior Intervention System and Support has been instrumental in promoting a positive school climate. This system promotes good behavior and offers support to students who need it, fostering a safe and nurturing environment where all students can thrive academically and socially.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A large percentage of students cannot meet grade standards and achievement.
Root Cause: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Problem Statement 2 (Prioritized): Students are not consistently engaged in authentic, TEKS-aligned learning experiences that require critical thinking.
Root Cause: Insufficient professional learning that contributes to building teacher capacity in implementing co-teaching models, data-driven instruction, and effective instructional strategies that also support EB students.

Student Learning

Student Learning Summary

For the 2023-2024 school year, our school achieved an overall student achievement rate of 52% across all grades and subjects, as indicated by the Texas Academic Performance Report (TAPR). This means that just over half of our students met or exceeded the Approaches Grade Level standard, which is a critical benchmark for assessing student understanding and readiness for future academic challenges.

In terms of academic growth, our students demonstrated a 44% growth score in both reading and math across all grades, according to the TAPR report. This figure highlights the progress our students are making in these fundamental areas, though it also indicates room for improvement in fostering greater academic development and ensuring that more students are advancing at an expected or accelerated pace.

Our emergent bilingual students are assessed yearly for English proficiency using the Texas English Proficiency Assessment System (TELPAS). We average 5% in reclassification from emergent bilingual to English proficient.

The 2023-2024 school year saw a four-year longitudinal dropout rate of 25.6%, with a graduation rate of 71%. These statistics underscore the importance of our ongoing efforts to engage students and support them through to graduation, as well as the need to address the factors contributing to student dropouts to improve these outcomes.

For the same academic year, the College, Career, and Military Readiness (CCMR) Annual Graduates rate was 86.5%, with 90.5% of students receiving CCMR credit. This is a positive indicator of our students' preparedness for post-secondary endeavors, reflecting our commitment to equipping them with the skills and knowledge necessary for success beyond high school.

Lastly, the overall attendance rate for 2023-2024 was 83%, as reported in the 2023 Federal Report Card and the 2022-2023 TAPR report. This attendance rate is a critical area of focus, as consistent attendance is closely linked to academic success and student engagement. We are dedicated to implementing strategies to improve attendance and ensure that students are present and ready to learn each day.

Student Learning Strengths

Our school has demonstrated progress in student achievement, as evidenced by the recent improvements in STAAR outcomes. Specifically, English 2 scores have shown a notable increase, with a 3% rise in the Approaches category, a 5% increase in Meets, and a 1% improvement in Masters. This indicates that more students are meeting and exceeding the expected standards. Additionally, Algebra and Biology have seen an impressive 8% increase in the Approaches category, reflecting our students' growing proficiency in these critical subjects.

Furthermore, we have seen a 5% increase in the number of CCMR (College, Career, and Military Readiness) graduates. This growth signifies our commitment to preparing students for life beyond high school, equipping them with the necessary skills and knowledge to succeed in various post-secondary pathways.

Our student completion rates have also improved in advanced academic areas, including English, Math, and Social Studies Advanced dual credit courses, and OnRamps course credits earned. This progress underscores our commitment to offering students rigorous academic opportunities that challenge and prepare them for higher education and future careers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not consistently engaged in authentic, TEKS-aligned learning experiences that require critical thinking.
Root Cause: Insufficient professional learning that contributes to building teacher capacity in implementing co-teaching models, data-driven instruction, and effective instructional strategies that also support EB students.

Problem Statement 2 (Prioritized): A large percentage of students cannot meet grade standards and achievement.
Root Cause: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

School Processes & Programs

School Processes & Programs Summary

At our campus, we are committed to ensuring that each student has access to 1:1 working technology. This initiative is crucial in providing our students the tools to succeed in a digital world, allowing them to engage with educational content seamlessly and effectively.

Our Campus Leadership Team consists of department heads collaborating with school administrators to make decisions regarding operations and instruction. Our leadership team is both diverse and collaborative, reflecting a wide range of perspectives and experiences. This diversity enriches our decision-making processes and fosters an inclusive environment where innovative ideas can flourish, benefiting our entire school community.

Core content teachers participate in collaborative team meetings or professional learning communities (PLCs), where they internalize lessons and utilize data to inform their instructional strategies. The teams meet by content area department, including teachers, instructional coaches, and administrators. This practice ensures that our teaching methods are effective and responsive to our students' needs, promoting a culture of continuous improvement and academic excellence.

We diligently monitor our College, Career, and Military Readiness (CCMR) goals monthly using a dedicated database. This allows us to track the progress of all students, ensuring that they are on the right path to achieving their post-secondary aspirations and are well-prepared for the future.

Our school offers a variety of University Interscholastic League (UIL) activities based on student interests. This diverse range of extracurricular options allows students to explore their passions, develop new skills, and meaningfully engage with their peers.

We proudly offer the Pathways in Technology Early College High School (PTECH) program in Education, as well as Programs of Choice in Culinary Arts and Automotive Technology. These programs provide students with specialized training and education in fields that align with their interests and career goals, equipping them with the knowledge and skills necessary for success in their chosen professions.

School Processes & Programs Strengths

Our leadership team is committed to addressing instructional needs and professional development through consistent data gathering across the campus. By conducting regular walkthroughs, we are able to identify our campus's specific needs, allowing us to tailor our professional development initiatives to address these areas effectively. This data-driven approach ensures that our educators have the necessary skills and knowledge to enhance student learning outcomes.

Professional Learning Communities (PLCs) are utilized within our school to support teachers' professional growth. Through these collaborative groups, teachers engage in professional development, data analysis, and coaching, which empowers them to refine their instructional practices. This collaborative environment fosters a culture of continuous improvement and shared responsibility for student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a low graduation rate of students with endorsements, industry-based certifications, college credits, and the associate degree through our programs of choice.
Root Cause: Beginning in 9th grade, students often fail to connect their high school experience with post-secondary success, and due to course failures, they fall behind in their

pathway to achieving college or career readiness markers.

Problem Statement 2 (Prioritized): There is a lack of consistently implemented preventive MTSS processes and programs to support students who are not meeting academic and behavioral expectations.
Root Cause: Lack of clarity on staff responsibilities, training, communication, and awareness regarding MTSS processes.

Perceptions

Perceptions Summary

Our leadership team has made significant strides in enhancing our communication and response protocols during altercations and emergencies. This improvement is a testament to our commitment to ensuring the safety and well-being of our students and staff. By refining our procedures and providing timely and effective communication, we have been able to address situations more efficiently and with greater clarity.

Furthermore, it is encouraging to observe that students are responding more positively to redirection. This progress indicates that our efforts to implement consistent behavioral expectations and supportive interventions are yielding positive results. Our focus on fostering a respectful and conducive learning environment is resonating with our students, and we will continue to build on this momentum.

While we have seen progress in family engagement, it remains an area that requires further improvement. Strengthening our partnerships with families is crucial for the holistic development of our students. We are committed to exploring new strategies and opportunities to enhance communication and collaboration with families, ensuring they feel valued and involved in their children's education.

Perceptions Strengths

Our school has cultivated a positive culture and climate, which is evident in the general sentiment of support felt by most of our staff. This supportive environment is crucial for fostering a collaborative and nurturing atmosphere where both educators and students can thrive. It is heartening to see that the majority of our staff feel adequately supported in their roles, particularly within the classroom setting. This indicates that our efforts to provide necessary resources and assistance are making a tangible impact, allowing teachers to focus on delivering quality education.

In terms of staff-student connections, it is encouraging to note that most of our staff rate their ability to connect with students positively. This connection is vital for creating a learning environment where students feel valued and understood, which in turn enhances their educational experience. However, we recognize that there is always room for improvement and will continue to explore ways to further strengthen these relationships.

While discipline remains a challenge, with many staff members feeling it hinders classroom activities, we are committed to addressing this issue. We understand the importance of maintaining a conducive learning environment and will work towards implementing strategies that minimize disruptions while promoting positive behavior.

The implementation of our tardy system has been met with a positive response from students, which is a testament to its effectiveness in increasing instructional time and accountability for attendance. This system not only maximizes learning opportunities but also instills a sense of responsibility in students, preparing them for future academic and professional endeavors. We will continue to monitor and refine this system to ensure it meets the needs of our school community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The school community, including educators, parents, and students, often has low expectations for students due to economic disadvantage, language barriers, and other impediments.
Root Cause: We need to establish a culture of high achievement and buy-in from all stakeholders.

Problem Statement 2: School staff feel a lack of accountability, and some suffer from burnout, as a select few shoulder the many enrichment opportunities with little support.

Root Cause: There is a lack of school pride and sense of community among all stakeholders, making it difficult to provide students with a cohesive high school experience.

Priority Problem Statements

Problem Statement 1: A large percentage of students cannot meet grade standards and achievement.

Root Cause 1: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Students are not consistently engaged in authentic, TEKS-aligned learning experiences that require critical thinking.

Root Cause 2: Insufficient professional learning that contributes to building teacher capacity in implementing co-teaching models, data-driven instruction, and effective instructional strategies that also support EB students.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: There is a lack of consistently implemented preventive MTSS processes and programs to support students who are not meeting academic and behavioral expectations.

Root Cause 3: Lack of clarity on staff responsibilities, training, communication, and awareness regarding MTSS processes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The school community, including educators, parents, and students, often has low expectations for students due to economic disadvantage, language barriers, and other impediments.

Root Cause 4: We need to establish a culture of high achievement and buy-in from all stakeholders.

Problem Statement 4 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
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes Bonus from X% to Y%.

Performance Objective 1: By the end of the 2026-2027 school year, increase percentage of graduates meeting the TSIA2 college readiness benchmark in both English Language Arts and Mathematics from 4% to 10% as measured by the TSIA2 annual graduate results

High Priority

HB3 Goal

Evaluation Data Sources: TSIA2 assessments results, District CCMR dashboard, Campus CCMR Tracker, PEIMS CCMR data

Strategy 1: We will align teaching and learning with TSI standards and college readiness assessments, such as the PSAT, SAT, and AP exams, and increase the percentage of first-time testers who score at the "Meets Grade Level or Above" standard on STAAR English II EOC from 24% to 29% by June 2026; and increase the percentage of students meeting growth goals for MAP Growth Geometry from 55% to 65%

Strategy's Expected Result/Impact: Increase the percentage of students meeting CCMR in grades 10 through 12 which will provide further opportunities to gain dual credit

Staff Responsible for Monitoring: Administrators, Counselors, Assessment Coordinator, and Teachers.

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials
- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus instructional leaders provide training, professional conferences, and support so that teachers consistently implement content-specific best practices aligned to the AVID school-wide approach that supports students' college readiness. **Intended Audience:** Counselors **Provider / Presenter / Person Responsible:** Administrators and Counselors **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** All content **Delivery Method:** Face to Face	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas
Student Learning
Problem Statement 2: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes Bonus from X% to Y%.

Performance Objective 2: Increase the percentage of 10th through 12th grade students who are on track to complete a Program of Study and earn an associated IBC from15% to 50% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from15% to 50% by June 2027.

High Priority

Evaluation Data Sources: Student course completion records demonstrate that following, 9th grade students completed 1 credit in POS, 10th grade completed 1 credit, and 11th and 12th grade completed an IBC exam

Strategy 1: Implement a Structured CTE Progress Monitoring and Support System.

Strategy's Expected Result/Impact: Ensure that every student in a Program of Study is identified, tracked, supported, and scheduled in a pathway that leads to a POS/POC completion and IBC attainment.

Staff Responsible for Monitoring: Administrators and Counselors

Title I:
2.52
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide additional professional development to help Counselors develop a student-by-student POS tracking spreadsheet or dashboard that lists POS pathway, Credits earned, Courses needed, and IBC eligibility. **Intended Audience:** Counselors **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** CTE **Delivery Method:** Face to face	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Focus on the continuous effectiveness of Career, Technology and Education by providing professional learning opportunities in the areas of student setting, monitoring and tracking student progress and their Industry Based Certification

Strategy's Expected Result/Impact: Increase the number of 12th-grade students with Industry-Based Certifications by supporting teachers in aligning instruction to certification requirements and monitoring student progress.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors and CTE Teachers.

Targeted Support Strategy

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop a system/cycle of observation and feedback and also provide teachers with needed support and resources including technology to advanced academic/CTE courses aligned to College Board and CTE certification requirements with counselors and ILT, and share with staff **Intended Audience:** CTE/Advanced Academic Teachers **Provider / Presenter / Person Responsible:** CTE/Advanced Academic Teachers **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** CTE/Dual Credit **Delivery Method:** Face to face	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas
Problem Statement 2: Students are not consistently engaged in authentic, TEKS-aligned learning experiences that require critical thinking. **Root Cause**: Insufficient professional learning that contributes to building teacher capacity in implementing co-teaching models, data-driven instruction, and effective instructional strategies that also support EB students.
Student Learning
Problem Statement 1: Students are not consistently engaged in authentic, TEKS-aligned learning experiences that require critical thinking. **Root Cause**: Insufficient professional learning that contributes to building teacher capacity in implementing co-teaching models, data-driven instruction, and effective instructional strategies that also support EB students.

Student Learning

Problem Statement 2: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes Bonus from X% to Y%.

Performance Objective 3: Increase the percentage of 12th grade students who have completed 3 or more college applications from 50% to 90% by June 2027. Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 90% by June 2027.

Increase the graduation rate of Economically Disadvantaged students from 76.9% to 90.5% and African American Students from 66.7% to 90.2% by June 2027.

High Priority

Evaluation Data Sources: Senior College Application Tracker, CCMR Tracker, Counselor logs, and Senior Survey data

Strategy 1: Implement a structured college application completion system for all seniors.

Strategy's Expected Result/Impact: This ensures every 12th grade student receives guidance, reminders, and support to complete at least 3 college applications.

Staff Responsible for Monitoring: Administrators, Counselors, Go Center,

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop and implement a standardized, schoolwide College Application Completion Protocol that guides all seniors through deadlines, required tasks, and progress monitoring. **Intended Audience:** Teachers, and Go Center **Provider / Presenter / Person Responsible:** Administrators, and Counselors **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** All departments **Delivery Method:** Face to face	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Student Learning

Problem Statement 2: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from X% to Y%.

Performance Objective 1: Increase the percentage of students achieving Meets Grade Level or above on the English I STAAR End-of-Course assessment from the 2025-2026 baseline of 16% to 30% by the end of the 2026-2027 school year, as measured by the annual state assessment.

By May 2027, African American student achievement will increase in RLA from 14% to 43%.
By May 2027, economically disadvantaged student achievement will increase in RLA from 17% to 44%.
By May 2027, English Learner achievement will increase in RLA from 16% to 33%.

High Priority

Evaluation Data Sources: DOL data, District Benchmark Assessments , Unit Assessments, Common Formative Assessments, PLC Data Analysis, Student Writing Samples and Rubrics, SPOT observation Data, Progress Monitoring Data

Strategy 1: Develop and implement a professional learning plan that provides educators with opportunities to learn effective instructional practices to support Emergent Bilingual (EB) students and share the implementation process that enhances student academic growth and performance.

Strategy's Expected Result/Impact: As a result of this strategy, by June 2026, student achievement results on local, district, state and national assessment will improve by a 5% points at "Meets Grade Level or above".

Staff Responsible for Monitoring: Instructional Leaders (Administrators)

Title I:
2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop and implement PLC protocols for content collaborative team meetings to support lesson internalization including aligned objectives, DOLs, teacher exemplars, rigorous and scaffolded learning activities, and lesson rehearsals. Core content teachers will have a Professional Learning Community (PLC) planning period during the school day. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** All core and noncore teachers **Delivery Method:** Face to face	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Campus leaders will provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators, and District Personnel **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** ELAR, Math, Science, and Social Studies (to support literacy) **Delivery Method:** Face to face **Funding Sources:** Professional Development - Supplies - Title I (211) - 211-13-6399-502-009-30-009-101000 - $751			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students are not consistently engaged in authentic, TEKS-aligned learning experiences that require critical thinking. **Root Cause**: Insufficient professional learning that contributes to building teacher capacity in implementing co-teaching models, data-driven instruction, and effective instructional strategies that also support EB students.

Student Learning
Problem Statement 1: Students are not consistently engaged in authentic, TEKS-aligned learning experiences that require critical thinking. **Root Cause**: Insufficient professional learning that contributes to building teacher capacity in implementing co-teaching models, data-driven instruction, and effective instructional strategies that also support EB students.

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from X% to Y%.

Performance Objective 2: Increase the percentage of students achieving Meets Grade Level or above on the Algebra I STAAR End-of-Course assessment from the 2025-2026 baseline of 8.9% to 20% by end of the 2026-2027 school year, as measured by the annual state assessment.

By May 2027, African American student achievement will increase in mathematics from 12% to 38%,
By May 2027, economically disadvantaged student achievement will increase in mathematics from 11% to 43%.
By May 2027, English Learner achievement will increase in mathematics from 10% to 43%, and English Language Proficiency will increase from 20% to 30%

High Priority

Evaluation Data Sources: DOL data, District Benchmark Assessments , Unit Assessments, Common Formative Assessments, PLC Data Analysis, Student Writing Samples and Rubrics, SPOT observation Data, Progress Monitoring Data

Strategy 1: Implement a lab classroom model to provide educators with opportunities to share and learn effective instructional practices. Instructional Leadership Members will facilitate and implement instructional strategies and protocols from Get Better Faster, Leverage Leadership, and Relay.

Strategy's Expected Result/Impact: As a result of this strategy, by June 2026, student achievement results on local, district, state and national assessment will improve by a 5% points at "Meets Grade Level or above".

Staff Responsible for Monitoring: Instructional Leaders (Administrators) and District Personnel

Title I:
2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop data-gathering walk schedules to identify focus areas and aligned professional development in 9-week increments. Create coaching and observation feedback calendars to align with professional development (PD) implementation. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional Leaders and District Personnel **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Core and noncore teachers **Delivery Method:** Face to Face			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Hire two highly effective mathematics teachers who align with district initiatives, foster student achievement, and deliver rigorous, high-quality instruction that ensures equitable learning outcomes for all students. Also, reduce the teacher to student ratio. **Intended Audience:** students **Provider / Presenter / Person Responsible:** Administrators, teachers **Date(s) / Timeframe:** August 10, 2026 - May 22, 2027 **Collaborating Departments:** All Contents **Delivery Method:** Face to Face **Funding Sources:** Teacher Salary - Title I (211) - 211-11-6119-502-009-30-009-101000 - $149,000, Salary - Fringes - Title I (211) - 211-XX-614X-502-009-30-009-101000 - $15,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Student Learning
Problem Statement 2: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from X% to Y%.

Performance Objective 3: By the end of the 2026-2027 school year, reduce the percentage of students earning 0 points on the constructed response portion of the English I STAAR End-of-Course assessment from 80% to 40% as measured by the annual state assessment.

High Priority

Evaluation Data Sources: English I STAAR EOC constructive response results, District writing benchmarks, common writing benchmarks, student writing portfolios, PLC analysis of student writing, Campus writing calibration/rubrics, walkthrough evidence of writing implementation, writing samples collected during instructional walks

Strategy 1: Establish a schoolwide ECR Writing Improvement System that ensures every 9th-grade student receives explicit instruction, guided practice, feedback cycles, and progress monitoring on ECR writing throughout the year.

Strategy's Expected Result/Impact: Benchmark, MAP and EOC -Decrease the percentage of 9th grade students scoring "0"

Staff Responsible for Monitoring: Instructional leaders, and teachers

Title I:
2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Create an ECR structure, provide anchor charts/papers at each score point and a STAAR aligned rubric. In addition, train all English teachers on the framework (Schaffer and RACE) before, and during the school year. **Intended Audience:** ELAR teacher **Provider / Presenter / Person Responsible:** Instructional Leaders and District Personnel **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Schoolwide effort **Delivery Method:** Face to face			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Hire 1 highly effective English teacher who align with district initiatives, foster student achievement, and deliver rigorous, high-quality instruction that ensures equitable learning outcomes for all students. also, reduce the teacher to student ratio. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Administrator/Teachers **Date(s) / Timeframe:** Aug 2026 - May 2027 **Collaborating Departments:** All departments **Delivery Method:** Face to face **Funding Sources:** Saliary - Title I (211) - 211-11-6119-502-009-30-009-101000 - $77,000, Fringes - Title I (211) - 211-XX-614X-502-009-30-009-101000 - $11,500			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Student Learning
Problem Statement 2: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Goal 3: Reduce the number of schools that are rated F.

Performance Objective 1: Increase the percentage of students that score meets grade level or above on ELAR benchmark assessments from 35% to 50% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 50% by June 2027.

Increase the percentage of EB students who advance at least one proficiency level or maintain Advanced High on the TELPAS composite score from 20% to 30% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen Tier I instruction through daily, high-leverage literacy routines and daily implementation of the CowTown 12. Use Assessment Data to Drive Targeted Small-group instruction.

Strategy's Expected Result/Impact: Daily DOLs, Benchmark

Staff Responsible for Monitoring: Instructional leaders (Principal & Assistant Principals)and Teachers

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Demographics 1, 2 - Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Tighten the consistency, rigor, and alignment (Cowtown12) of daily instruction to ensure all students experience grade-level reading and writing every day. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional Leaders **Date(s) / Timeframe:** Aug 2026 - June 2027 **Collaborating Departments:** Campus wide **Delivery Method:** Face to face			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide weekly PLC planning supports to ensure lessons align with high-priority TEKS, include exemplars, and anticipate misconceptions. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional leaders **Date(s) / Timeframe:** Aug 21026- June 2027 **Collaborating Departments:** All content **Delivery Method:** Face to Face			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas
Problem Statement 2: Students are not consistently engaged in authentic, TEKS-aligned learning experiences that require critical thinking. **Root Cause**: Insufficient professional learning that contributes to building teacher capacity in implementing co-teaching models, data-driven instruction, and effective instructional strategies that also support EB students.

Student Learning
Problem Statement 1: Students are not consistently engaged in authentic, TEKS-aligned learning experiences that require critical thinking. **Root Cause**: Insufficient professional learning that contributes to building teacher capacity in implementing co-teaching models, data-driven instruction, and effective instructional strategies that also support EB students.
Problem Statement 2: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Goal 3: Reduce the number of schools that are rated F.

Performance Objective 2: Increase the percentage of students that score meets grade level or above on Math benchmark assessments from 32% to 50% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 50% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Provide targeted tutoring and intervention for students below grade level, and use assessment data to identify students who are not meeting grade-level expectations.

Staff Responsible for Monitoring: Instructional leaders and teachers

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1, 2 - Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement a bi-weekly data cycle using DOL, MAP, benchmarks, and other assessments, and identify students within 10 points of Meets and assign them to target instruction. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional leaders and the District support **Date(s) / Timeframe:** Aug 2026 - June 2027 **Collaborating Departments:** Math **Delivery Method:** Face to face			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Problem Statement 2: Students are not consistently engaged in authentic, TEKS-aligned learning experiences that require critical thinking. **Root Cause**: Insufficient professional learning that contributes to building teacher capacity in implementing co-teaching models, data-driven instruction, and effective instructional strategies that also support EB students.

Student Learning

Problem Statement 1: Students are not consistently engaged in authentic, TEKS-aligned learning experiences that require critical thinking. **Root Cause**: Insufficient professional learning that contributes to building teacher capacity in implementing co-teaching models, data-driven instruction, and effective instructional strategies that also support EB students.

Problem Statement 2: A large percentage of students cannot meet grade standards and achievement. **Root Cause**: Students entering 9th grade often have low achievement rates and perform below grade level in core content areas. There is currently no system in place to reinforce foundational skills, close learning gaps, or address the academic needs of emergent bilingual students. Edit Associated Areas

Goal 4: Increase student participation rates for Fine Arts, JROTC, and Athletics.

Performance Objective 1: Increase the percentage of students enrolled in Fine Arts courses from 35% to 50% by June 2027.
Increase the percentage of students enrolled in JROTC courses from 20% to 40% by June 2027.
Increase the percentage of students enrolled in Athletics courses from 30% to 50% by June 2027.
Increase the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 20% to 30% by June 2027.

Evaluation Data Sources: Student trackers to monitor student academic excellance and attendance

Strategy 1: Strengthen recruitment and awareness for ALL elective programs - to ensure students and families understand program benefits, pathways, and opportunities.

Strategy's Expected Result/Impact: Increased enrollment will support a more well-rounded academic experience, contributing to improved attendance and overall student satisfaction.

Staff Responsible for Monitoring: Instructional leaders, Counselors, and Athletic coordinators

Title I:
2.52
- ESF Levers:
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Pull weekly enrollment reports for the first three weeks of school enrollment for all programs. Also, adjust recruitment, scheduling, and outreach strategies. **Intended Audience:** Athletic coordinators **Provider / Presenter / Person Responsible:** Instructional leaders and counselors **Date(s) / Timeframe:** Aug 2026 - June 2027 **Collaborating Departments:** Campus wide **Delivery Method:** Face to face			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: The school community, including educators, parents, and students, often has low expectations for students due to economic disadvantage, language barriers, and other impediments. **Root Cause**: We need to establish a culture of high achievement and buy-in from all stakeholders.

Goal 5: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from X% to Y%.

Performance Objective 1: By the end of the 2026-2027 school year, increase the campus average daily attendance rate from 86% to 91%, as measured by the district's official attendance records.

High Priority

Evaluation Data Sources: PEIMS attendance data, ADA reports, Chronic absenteeism reports

Strategy 1: Focus on building strong relationships with students and families, creating a positive school climate, and addressing underlying barriers to attendance.

Strategy's Expected Result/Impact: Increase parent and student engagement, increase attendance

Staff Responsible for Monitoring: Instructional Leaders and District Personnel

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Establish and communicate clear attendance policies for all students and develop action plans for students who need personalized support. To emphasize the importance of attendance (impact on grades and course credits), actively engage families through phone calls, texts, home visits, outreach campaigns, and parent meetings once every six weeks. **Intended Audience:** Parents and Students **Provider / Presenter / Person Responsible:** Instructional Leaders, District Personnel, Interventionist and Attendance Control Specialist **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Schoolwide support **Delivery Method:** Face to Face **Funding Sources:** Personnel to actively engage families through phone calls, texts, home visits, outreach campaigns, and parent meetings once every six weeks. - Family Engagement (211) - 211-61-6121-503-009-30-009-101000 - $1,000			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Create a positive school culture where the campus is welcoming to parents, students, and staff, supporting an environment where students feel safe and valued by implementing team-building activities for secondary students and a Parrot/Parent Nest Advisory meetings for parents. Purchase instructional resources, supplies, and materials to support student academic and social-emotional development. In addition, provide snacks for our parents to engage and participate in **Intended Audience:** Parents, Students and Teachers **Provider / Presenter / Person Responsible:** Admin, Campus Leadership Team **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Schoolwide support **Delivery Method:** Face to face **Funding Sources:** Instructional resources for meeting, general supplies, and technology - Family Engagement (211) - 211-61-6399-503-009-30-009-101000 - $4,506, Healthy Snacks - Family Engagement (211) - 211-61-6499-503-009-30-009-101000 - $1,000			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Develop a systematic approach to addressing chronic absenteeism by using data to identify students at risk of chronic absenteeism and track the effectiveness of interventions and connection to wrap-around services.

Strategy's Expected Result/Impact: Decrease the rate of chronic absenteeism on campus

Staff Responsible for Monitoring: Administrators

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems
- **Targeted Support Strategy**

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop an early identification and monitoring system that incorporates both academic and behavioral indicators for comprehensive support. Identify barriers and possible solutions, and track attendance for identified students--partner with families to communicate attendance expectations and effects of absenteeism on grades and course credits. **Intended Audience:** Students with a history of chronic absenteeism or at-risk for truancy. **Provider / Presenter / Person Responsible:** Administrators, Attendance Control Specialists, Teachers, and Interventionists **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Interventionist, Attendance Committee **Delivery Method:** Face to face **Funding Sources:** Provide tutoring and resources for Attendance Restoration - Title I (211) - 211-11-6116-502-009-30-009-101000 - $7,000			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Use positive incentives and recognition, such as celebrations and rewards, to improve attendance. Partner with families and teachers to create safe and supportive environments that utilize Social-Emotional Learning (SEL) and trauma-informed practices, which can positively impact attendance. **Intended Audience:** Students with a history of chronic absenteeism or at-risk for truancy. **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Interventionist, Attendance Control Specialists **Date(s) / Timeframe:** At the end of every six- weeks **Collaborating Departments:** Schoolwide effort **Delivery Method:** Face to face			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There is a lack of consistently implemented preventive MTSS processes and programs to support students who are not meeting academic and behavioral expectations. **Root Cause**: Lack of clarity on staff responsibilities, training, communication, and awareness regarding MTSS processes.

Perceptions
Problem Statement 1: The school community, including educators, parents, and students, often has low expectations for students due to economic disadvantage, language barriers, and other impediments. **Root Cause**: We need to establish a culture of high achievement and buy-in from all stakeholders.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Action Step	Description
1	1	1	We will align teaching and learning with TSI standards and college readiness assessments, such as the PSAT, SAT, and AP exams, and increase the percentage of first-time testers who score at the "Meets Grade Level or Above" standard on STAAR English II EOC from 24% to 29% by June 2026; and increase the percentage of students meeting growth goals for MAP Growth Geometry from 55% to 65%	
1	2	2	Focus on the continuous effectiveness of Career, Technology and Education by providing professional learning opportunities in the areas of student setting, monitoring and tracking student progress and their Industry Based Certification	
2	1	1	Develop and implement a professional learning plan that provides educators with opportunities to learn effective instructional practices to support Emergent Bilingual (EB) students and share the implementation process that enhances student academic growth and performance.	
2	2	1	Implement a lab classroom model to provide educators with opportunities to share and learn effective instructional practices. Instructional Leadership Members will facilitate and implement instructional strategies and protocols from Get Better Faster, Leverage Leadership, and Relay.	
2	3	1	Establish a schoolwide ECR Writing Improvement System that ensures every 9th-grade student receives explicit instruction, guided practice, feedback cycles, and progress monitoring on ECR writing throughout the year.	
3	1	1	Strengthen Tier I instruction through daily, high-leverage literacy routines and daily implementation of the CowTown 12. Use Assessment Data to Drive Targeted Small-group instruction.	
5	1	2	Develop a systematic approach to addressing chronic absenteeism by using data to identify students at risk of chronic absenteeism and track the effectiveness of interventions and connection to wrap-around services.	

Title I Personnel

Name	Position	Program	FTE
Victor Salgado	Math Teacher		1

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
2	1	1	2	Professional Development - Supplies	Staff Development | General Supplies and Technology (13-6399)	211-13-6399-502-009-30-009-101000	$751.00
2	2	1	2	Teacher Salary	Instruction |Title I Reading/ Math Teacher (11-6119)	211-11-6119-502-009-30-009-101000	$149,000.00
2	2	1	2	Salary - Fringes	Fringe	211-XX-614X-502-009-30-009-101000	$15,000.00
2	3	1	2	Fringes	Fringe	211-XX-614X-502-009-30-009-101000	$11,500.00
2	3	1	2	Saliary	Instruction |Title I Reading/ Math Teacher (11-6119)	211-11-6119-502-009-30-009-101000	$77,000.00
5	1	2	1	Provide tutoring and resources for Attendance Restoration	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-009-30-009-101000	$7,000.00
						Sub-Total	$260,251.00
						Budgeted Fund Source Amount	$260,251.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
5	1	1	1	Personnel to actively engage families through phone calls, texts, home visits, outreach campaigns, and parent meetings once every six weeks.	Family Engagement | Extra Duty/Ot - Support (61-6121)	211-61-6121-503-009-30-009-101000	$1,000.00
5	1	1	2	Healthy Snacks	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-009-30-009-101000	$1,000.00
5	1	1	2	Instructional resources for meeting, general supplies, and technology	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-009-30-009-101000	$4,506.00
						Sub-Total	$6,506.00
						Budgeted Fund Source Amount	$6,506.00
						+/- Difference	$0.00
						Grand Total Budgeted	$266,757.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						Grand Total Spent	$266,757.00
						+/- Difference	$0.00