

Fort Worth Independent School District

006 Eastern Hills High School

2023-2024 Improvement Plan



Mission Statement

Eastern Hills High School prepares future leaders for success in the 21st century by engaging students in rigorous and relevant learning opportunities that promote academic, physical, and emotional growth. In partnership with parents and families, we provide a safe haven where everyone is valued, respected, and fully committed to preparing students for college and career readiness.

Core Values

Belief

Purpose

Growth Mindset

Accountability

Teamwork

Vision

Our vision is to prepare and motivate our students for a rapidly changing world by instilling critical thinking skills, a global perspective, and respect for core values of belief, purpose, growth mindset, accountability, and teamwork.

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Comprehensive Needs Assessment

Revised/Approved: September 20, 2023

Demographics

Demographics Summary

Eastern Hills High School is a diverse Title-One campus that serves a total of 1205 students in grades 9-12th. The campus was built in 1959 and is located in the historic area of East Fort Worth, Texas.

Based on 2022 data, our student population is 57% African American, 32% percent Hispanic, 5% percent White and 2% percent Asian American. Our campus serves the following identified students: 93% of our students as economically disadvantage, 18% are coded as English Learners, and 14% receive special education services.

The campus mobility rate is approximately 34% percent, and our daily average attendance falls between 89% and 92%.

Our campus invested stakeholders include district leadership, community partners, parents, school staff and our students. To ensure that all stakeholders have a voice, the use of surveys concerning individual needs, input, and feedback regarding school processes are regularly conducted.

The campus special programs highlight the Cyber Security Program of Choice, Post-Secondary dual enrollment programs such as On Ramps through UT Austin and Dual Credit through Tarrant County College.

Since the pandemic, we have experienced a higher turnover rate. Currently, we have 7 new teachers and several vacancies that feverishly attempting to fill by the beginning of 2023-24 academic year.

Demographics Strengths

Student demographics strengths:

- Freshman On-Track Team installed Fall 2021 where students will continue to be tracked by their behavior, attendance, and grades to ensure all 9th grade students earn at least 6 credits by the end of the year. Last school year, 68% of our Freshmen were on track. Currently, 82% of Freshmen are on track to earn at least 6 academic credits o. matriculate to Sophomore year.
- Each grade level has an assistant principal and counselor to promote continuity for each grade level over a 4-year span.
- The campus has a 28:1 teacher to student ratio and our attendance rate continues to improve by approximately five percent each year.
- Campus wide use of Restorative Practices has helped to improve student relationships and minimize discipline issues.
- Monthly celebrations that highlights culture, academics, and attendance to promote a sense of belonging and ownership learning experiences.
- Student Support Team meets monthly to identify students who are off-track academically and social emotionally. Students are provided mentors and small group sessions learn how to manage academics and emotions daily.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to provide multiple academic experiences of Tier 1 instructional methods to improve overall Domain 1, Domain 2, & Domain 3 accountability scores. **Root Cause:** There is a lack of consistency in Tier 1 instructional planning, delivery, assessments, and re-teaching for various learning styles.

Problem Statement 2: Less than 50% of students score at the Meets Grade Level in Domain 3 and 33% struggles to make adequate progress in College, Career, and/or Military Readiness. **Root Cause:** There is a lack of consistency in monitoring CCMR achievement and Tier 1 instructional plans that hinders full completion of academic trajectory.

Student Learning

Student Learning Summary

Currently, our overall school rating is a "Unrated." During the 2018-19 school year, our students achieved significant gains in one year, moving the overall accountability score from a 56 to a 64. That was a nine point gain in one calendar year. Then in the Fall 2019, our retesters earned double digit gains during the Fall STAAR administration in each tested content, but then COVID happened. Although we struggled over the past two years with increasing our domain scores to meet the state standards, we did increase our overall achievement score from a "64" to a "68."

Student Learning Strengths

- 31% of our African American students received their College, Career, and Military Readiness measure at or above the state standard.
- 45% of our Hispanic students received their College, Career, and Military Readiness measure at or above the state standard.
- 39% of our Economically Disadvantaged students received their College, Career, and Military Readiness measure at or above the state standard.
- 33%/36% of TELPAS students improved their listening, speaking, writing, and reading.
- English I & English II students increased overall academic score by 13%(40-53%) in one academic year.
- Social Studies students increased overall academic score by 12%(69-81%) in one academic year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student Achievement There is an overall need to improve student STAAR performance indicators in Algebra 1, English I, and English II from
006 Eastern Hills High School
Generated by Plan4Learning.com

Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II. **Root Cause:** There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.

Problem Statement 2: Students Achievement There is an overall need to increase TELPAS performance for all EL students. Based on the most recent STAAR data, only 33% of the EL students met the performance measure in the Closing the Gaps Domain. **Root Cause:** ILT has not been consistent in providing professional learning to increase school wide practices regarding key essential elements in the areas of listening, speaking, writing, and reading.

School Processes & Programs

School Processes & Programs Summary

Eastern Hills High School currently offers several Program of Choice programs: Legal Services and Cyber Security. We also offer advanced academic courses such as Dual Credit, On Ramps and AP classes. All content teachers engage in weekly PLCs that focuses on lesson planning and analyzing data. Instructional Leadership Team meets weekly to discuss evidence of weekly focus and walkthrough feedback to teachers to calibrate and determine next action steps. Assistant principals are responsible for tracking behavior, attendance, grades, technology distribution to make informed decisions about students staying on track each year. College & Career Readiness Coach host awareness sessions for students and parents to discuss post-secondary readiness opportunities. ILT will provide professional learning monthly tailored to school processes and programs to improve the quality of Tier 1 instruction for all students.

School Processes & Programs Strengths

Freshman Success Team will track behavior, attendance and grades for all 9th grade students to ensure students earn at least six credits by the end of the year. New Teacher Academy for first year teachers and teachers new to Eastern Hills High School. Post Secondary Success Team will analyze students CCMR completions and develop action steps to ensure students earn a CCMR measure by the end of their senior year. Attendance and Credit recovery is offered daily for students who are not on track due to loss of credits or excessive absences. Monthly ACT/SAT test opportunities for 11th and 12th graders. After school tutoring is offered in-person and virtually for targeted tiered students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): School Processes & Programs: 33% of our twelfth grade students are not on track to receive their College, Career, and Military Readiness measure. **Root Cause:** The Post-Secondary Readiness stakeholders have not been intentional in prioritizing dedicated time to collaborate and make decisions that specifically impact college, career, and/or military readiness for all students.

Problem Statement 2: Building relationships with various levels of teachers and students is a continual process. There is a need for the SST committee to use various data and vertical alignment documents to identify needs, determine action steps and resources needed to address students academic and behavioral needs. **Root Cause:** Last year, there was a lack of a strategic system to provide a deeper understanding of various academic and behavioral needs for all learners while implementing a common set of values and expectations as a school.

Perceptions

Perceptions Summary

Eastern Hills High School serves a very diverse and transient population. EHHS uses core values to enhance culture and climate for the entire school community. We will continue to embed all core values in academics and social emotional needs to create a culturally responsive environment in school wide routines, procedures and systems. High expectations need to be systematically and explicitly communicated to all stakeholders to ensure student success is the norm rather than the exception. Development and use of campus-based culture/climate surveys will be analyzed to ensure key indicators are developed, sustained, and maintained.

Perceptions Strengths

We currently have an Accountability Rating of "Unrated. Our school community continues to graduate at least 95% of the 12th grade class annually. Each year more and more students are earning their CCMR measure which creates multiple pathways for post-secondary readiness whether it is college, career, or military readiness. Grade level, core, and CCMR teams track student progress using a data tracker to determine strengths and weaknesses. It is through constant analyzing of multiple measures of data (STAAR, Benchmark, MAP, CCMR, etc.) that strengthens the overall systems and processes that contributes to continues student achievement even there us constant growth in key areas year after year.

This year, we have been more intentional with addressing all students' social and emotional needs. Each SST member has identified a caseload of students that are monitored weekly, and campus/local resources are provided so students can experience a positive learning environment daily. Students have an opportunity to engage individually and/or in a small group setting to learn skills on how to function appropriately when they are faced with challenges academically, socially, and behaviorally.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to COVID, not all demographics are achieving at grade level academically and/or behaviorally. **Root Cause:** Almost half of the students display academic gaps between years 2020-2022, as demonstrated from our pyramid middle schools.

Problem Statement 2 (Prioritized): Less than 40% of parents/guardians attend schoolwide functions. **Root Cause:** We have been without a Family Engagement Specialist for the past two years. There is a need for the new Family Engagement Specialist to install a PTA/PTO to increase parental involvement for parent meetings and extracurricular events.

Priority Problem Statements

Problem Statement 1: There is a need to provide multiple academic experiences of Tier 1 instructional methods to improve overall Domain 1, Domain 2, & Domain 3 accountability scores.

Root Cause 1: There is a lack of consistency in Tier 1 instructional planning, delivery, assessments, and re-teaching for various learning styles.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student Achievement There is an overall need to improve student STAAR performance indicators in Algebra 1, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II.

Root Cause 2: There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Less than 40% of parents/guardians attend schoolwide functions.

Root Cause 3: We have been without a Family Engagement Specialist for the past two years. There is a need for the new Family Engagement Specialist to install a PTA/PTO to increase parental involvement for parent meetings and extracurricular events.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Due to COVID, not all demographics are achieving at grade level academically and/or behaviorally.

Root Cause 4: Almost half of the students display academic gaps between years 2020-2022, as demonstrated from our pyramid middle schools.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: School Processes & Programs: 33% of our twelfth grade students are not on track to receive their College, Career, and Military Readiness measure.

Root Cause 5: The Post-Secondary Readiness stakeholders have not been intentional in prioritizing dedicated time to collaborate and make decisions that specifically impact college, career, and/or military readiness for all students.

Problem Statement 5 Areas: School Processes & Programs

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
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- 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
- Texas approved Prekindergarten and Kindergarten 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
- 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
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

District Goals

Revised/Approved: July 13, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 19% to 30% by May 2024.

Increase the percentage of Hispanic students who are most marginalized by instruction on our campus from 41% to 50% by May 2024.

High Priority

Evaluation Data Sources: On-Track Data Tracker, Benchmark Data, Exit Tickets

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students especially our Special Education students through developing systems that explicitly monitor, adjust, and check for understanding with embedded differentiated and multicultural strategies at a rigorous level during the instructional process.

Strategy's Expected Result/Impact:

ILT will lead Planning and Data PLCs to collaborate and plan TIER instructional delivery, analyze assessment data, and build in scaffolds/differentiated lessons for all students.

Progress Monitoring: Campus/District Assessments will be constructed and monitored using Google Doc Data Tracking Tool bi-weekly and celebrated each six weeks.

Staff Responsible for Monitoring: Instructional Leadership Team, Freshman Success Team Teachers, Inclusion Teacher

Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Core teachers will participate in Content PLCs to develop grade level lessons and intentional strategies to support our Special Education students that will improve Tier 1 instruction for all students. Teachers will submit all documents in electronic PLC Binder before lesson implementation. Non-core teachers will develop lesson plans via department meetings and submit common/unit assessments via Google Doc Tracking Sheet. Intended Audience: All Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team, PLC Leaders, Department Chairs Date(s) / Timeframe: August 2023 - May 2024 (Implementation to Completion) Collaborating Departments: All Teachers Delivery Method: Face-to-Face CANVAS Google Classroom Professional Learning Communities Zero/Ninth Hour Tutorials Funding Sources: Supplies and Materials - Title I (211) - 211-11-6399-04N-006-30-510-000000-24F10 - \$9,671.45, Resources and Training to support Special Education - SPED (199 PIC 23) - - \$16,147	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Teachers will attend professional learning out-of-district and/or out-of-state to enhance instructional outcomes for all students. Intended Audience: Content Teachers/Instructional Leadership Team Provider / Presenter / Person Responsible: Professional Learning Instructors/Facilitators Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: All Content Teachers/Instructional Leadership Team Delivery Method: Online Face-to-Face Funding Sources: Professional Learning Registration/Fees - Title I (211) - 211-13-6411-04N-006-30-510-000000-24F10 - \$10,000, Professional Learning Registration/Fees - Title I (211) - 211-23-6411-04N-006-30-510-000000-24F10 - \$7,000, Professional Learning Registration/Fees - Title I (211) - 211-31-6411-04N-006-30-510-000000-24F10 - \$5,000, Professional Learning Registration/Fees - Title I (211) - 211-13-6119-04N-006-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Snacks tutorial/testing Intended Audience: High School Students Provider / Presenter / Person Responsible: Family Communication Specialist Date(s) / Timeframe: 2023-2024 School year Collaborating Departments: none Delivery Method: none Funding Sources: Snacks or incentive for students - Title I (211) - 211-11-6499-04N-006-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Supplies for Testing Coordinator Intended Audience: Testing Coordinator Provider / Presenter / Person Responsible: Testing Coordinator Date(s) / Timeframe: 2023-2024 School Year Collaborating Departments: None Delivery Method: None Funding Sources: Supplies for Testing Coordinator - Title I (211) - 211-11-6399-04N-006-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Administrators will develop and implement a weekly administrative calendar that includes PLCs. ILT will provide bi-weekly feedback with next actions steps on the PLC process and effective Tier 1 instructional strategies. Intended Audience: Core Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023-May 2024	Formative			Summative
	Nov	Jan	Mar	June

Action Step 6 Details	Reviews			
Action Step 6: Purchase of Audio equipment for various student events; ie. six weeks celebrations, Math/Science nights, etc., throughout the year. Intended Audience: 9-12 Grade Students Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: October 2023 Collaborating Departments: All departments Delivery Method: Six weeks/Semester Funding Sources: Audio Speakers/amplifier/microphone - Title I (211) - 211-11-6396-04N-006-30-510-000000-24F10 - \$6,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
Action Step 7: Conduct a book study with Instructional Leadership Team on Culturally Responsive Teaching and best instructional practice and leadership Intended Audience: Instructional Leadership Team Provider / Presenter / Person Responsible: District Curriculum Specialists/Instructional Leadership Team Date(s) / Timeframe: October 2023- April 2024 Collaborating Departments: District/Campus Delivery Method: In Person Funding Sources: Culturally Responsive Resources - Title I (211) - 211-13-6329-04N-006-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 8 Details	Reviews			
Action Step 8: Ensure student classroom coverage Intended Audience: Pay for substitutes for In-District/Out of District travel Provider / Presenter / Person Responsible: Principal/Secretary Date(s) / Timeframe: 2023-2024 School Year Funding Sources: Substitutes for In-District/ Out of District travel/pull-out - Title I (211) - 211-11-6112-04N-006-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a need to provide multiple academic experiences of Tier 1 instructional methods to improve overall Domain 1, Domain 2, & Domain 3 accountability scores. **Root Cause:** There is a lack of consistency in Tier 1 instructional planning, delivery, assessments, and re-teaching for various learning styles.

Student Learning

Problem Statement 1: Student Achievement There is an overall need to improve student STAAR performance indicators in Algebra 1, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II. **Root Cause:** There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 35% to 45% by May 2024.

Increase the percentage of African American students which is most marginalized by instruction on our campus from 27% to 40% by May 2024.

High Priority

Evaluation Data Sources: Benchmark Data, Common/Unit Assessments, Exit Tickets

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding with embedded differentiated and multicultural strategies at a rigorous level during the instructional process.

Strategy's Expected Result/Impact:

ILT will lead Planning and Data PLCs to collaborate and plan TIER instructional delivery, analyze assessment data, and build in scaffolds/differentiated lessons for all students.

Progress Monitoring: Campus/District Assessments will be constructed and monitored using Google Doc Data Tracking Tool bi-weekly and celebrated each six weeks.

Staff Responsible for Monitoring: Instructional Leadership Team, Instructional Coach, English Teachers

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Core teachers will participate in Content PLCs to develop grade level lessons that will improve Tier 1 instruction for all students. Teachers will submit all documents in electronic PLC Binder before lesson implementation. Non-core teachers will develop lesson plans via department meetings and submit common/unit assessments via Google Doc Tracking Sheet. Intended Audience: English II Teachers and Algebra 1 Provider / Presenter / Person Responsible: Instructional Leadership Team, Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: English Department and Math Department Delivery Method: Face-to-Face CANVAS Google Classroom Professional Learning Communities Zero/Ninth Hour Tutorials Funding Sources: Extra Duty Pay - Title I (211) - 211-11-6116-04N-006-30-510-000000-24F10 - \$15,000, Instructional materials and supplies - Title I (211) - 211-11-6399-04N-006-30-510-000000-24F10 - \$10,000, Reading Materials for Library Media Services - Title I (211) - 211-12-6329-04N-006-30-510-000000-24F10 - \$7,000, Software for Instructional Use - Title I (211) - 211-11-6396-04N-006-30-510-000000-24F10 - \$8,000, supplies and resources - Gifted & Talented (199 PIC 21) - - \$1,387	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: ILT will develop a professional learning calendar to provide training and support for effective use of high-quality instructional resources & materials. Intended Audience: All Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team/Team Leaders Date(s) / Timeframe: August 2023-amay 2024 Collaborating Departments: All Departments Delivery Method: In-person and Virtual Funding Sources: Materials and supply resources for Staff - Title I (211) - 211-11-6399-04N-006-30-510-000000-24F10 - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to provide multiple academic experiences of Tier 1 instructional methods to improve overall Domain 1, Domain 2, & Domain 3 accountability scores. Root Cause: There is a lack of consistency in Tier 1 instructional planning, delivery, assessments, and re-teaching for various learning styles.

Student Learning

Problem Statement 1: Student Achievement There is an overall need to improve student STAAR performance indicators in Algebra I, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II. **Root Cause:** There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 4% to 30% by May 2024. And the percentage of African American/Hispanic student groups which is most marginalized by instruction on our campus from 4% to 30% by May 2024.

High Priority

Evaluation Data Sources: Benchmark Data, Exit Tickets

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding with embedded differentiated and multicultural strategies at a rigorous level during the instructional process.

Strategy's Expected Result/Impact:

ILT will lead Planning and Data PLCs to collaborate and plan TIER instructional delivery, analyze assessment data, and build in scaffolds/differentiated lessons for all students.

Progress Monitoring: Campus/District Assessments will be constructed and monitored using Google Doc Data Tracking Tool bi-weekly and celebrated each six weeks.

Staff Responsible for Monitoring: Instructional Leadership Team, Instructional Coach, District Level Content Coaches

Title I:

2.4

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Hire a Title I Resource Teacher and Data Analyst Intended Audience: All Students Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023-2024 Collaborating Departments: Math Delivery Method: Face-to-Face CANVAS Google Classroom Professional Learning Communities Zero/Ninth Hour Tutorials Funding Sources: Title I Math Teacher - Title I (211) - 211-11-6119-04N-006-30-510-000000-24F10 - \$69,598, Data Analyst - Title I (211) - 211-13-6119-04N-006-30-510-000000-24F10 - \$84,472, Purchase supplies and materials for testing - Title I (211) - 211-11-6399-04N-006-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide professional learning on Tier 1 instruction, data analysis, and team building at off-site location using district vendor. Intended Audience: All Faculty and Staff Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: All contents/CTE/ Electives Delivery Method: Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Purchase supplies for professional learning. Intended Audience: All Teachers Provider / Presenter / Person Responsible: Instructional Leadership Team	Formative			Summative
	Nov	Jan	Mar	June

<p>Date(s) / Timeframe: August 2023-May 2024</p> <p>Collaborating Departments: All contents/CTE/Electives</p> <p>Delivery Method: Face-to-Face CANVAS Google Classroom Professional Learning Communities Zero/Ninth Hour Tutorials</p> <p>Funding Sources: Purchase Supplies for Professional Learning - Title I (211) - 211-13-6399-04N-006-30-510-000000-24F10 - \$5,000</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to provide multiple academic experiences of Tier 1 instructional methods to improve overall Domain 1, Domain 2, & Domain 3 accountability scores. Root Cause: There is a lack of consistency in Tier 1 instructional planning, delivery, assessments, and re-teaching for various learning styles.
Student Learning
Problem Statement 1: Student Achievement There is an overall need to improve student STAAR performance indicators in Algebra 1, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II. Root Cause: There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 34% to 70% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 500% by May 2024.

High Priority

Evaluation Data Sources: CCMR Data Tracker, FASFA Report, CTE Certifications

Strategy 1: Focus on the development of a post-secondary committee and provide professional learning in the areas of student goal setting, monitoring and tracking student progress.

Strategy's Expected Result/Impact: By May 2024, 75% of our annual graduates will obtain at least 1 CCMR measure.

By May 2024, 90% of all CCMR teachers will deliver effective Tier 1 instruction that is aligned with College Board or any other Advanced Academics curriculum to ensure that 75% of all annual graduates obtain at least 1 CCMR indicator.

Staff Responsible for Monitoring: Principal, Assistant Principals, Post-Secondary Specialist, CCMR Teachers and College and Career Coach.

Title I:

2.4, 2.6

- TEA Priorities:





Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By August 31, 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 PSS coordinator, counselors and ILT, and share with staff by mid September. Intended Audience: CTE/ Advanced Academic Teachers Provider / Presenter / Person Responsible: Administrators/Lead Counselor/ PSS Coordinator Date(s) / Timeframe: August 2023- September 2023 Collaborating Departments: Dual Credit/ CTE Delivery Method: In Person Funding Sources: CTE software, technology - CTE (199 PIC 22) - - \$15,000, Supplies and Materials - CTE (199 PIC 22) - - \$7,000, Travel for Teachers for Professional Development - CTE (199 PIC 22) - - \$9,602				

Action Step 2 Details		Reviews			
Action Step 2: To provide students exposure to post secondary academic growth. Students will attend college visits/ educational field trips to provide more information regarding a first hand observation and analysis of what different post secondary schools have to offer students to enhance their growth and to also education our students though exploring educational sites off campus. Intended Audience: All Students Provider / Presenter / Person Responsible: ILT, Teachers, Administration Team, College and Career Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: CCMR Delivery Method: In person Funding Sources: Travel for college tour and Educational Field Trips - Title I (211) - 211-11-6412-04N-006-30-510-000000-24F10 - \$15,000		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: School Processes & Programs: 33% of our twelfth grade students are not on track to receive their College, Career, and Military Readiness measure. Root Cause: The Post-Secondary Readiness stakeholders have not been intentional in prioritizing dedicated time to collaborate and make decisions that specifically impact college, career, and/or military readiness for all students.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 73% to 90% by May 2023. A
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 60% by May 2023.

High Priority

Evaluation Data Sources: On-Track Data Tracker, Benchmark Data, Exit Tickets

Strategy 1: Develop roles and responsibilities of the 9th Grade Success Team that captures the practices and policies consistent with district goals.

Strategy's Expected Result/Impact: Teachers will learn how to execute roles and responsibilities with fidelity to assist with tracking and monitoring student's behavior, attendance, and grades

Staff Responsible for Monitoring: Freshman Success Coach, Freshman AP, Freshman Counselor, Behavior Interventionist, Stay In School Coordinator

Title I:

2.4, 2.6, 4.2





- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Freshman Success Coach and Instructional Leadership Team will develop a B.A.G Support System to meet the needs of all incoming 9th graders. Intended Audience: Freshman Success Team Provider / Presenter / Person Responsible: Freshman Success Coach/Instructional Leadership Team Date(s) / Timeframe: August 2023- November 2023 Collaborating Departments: Core Contents/Attendance/Counseling Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Student Achievement There is an overall need to improve student STAAR performance indicators in Algebra 1, English I, and English II from Approaches to Meets category. Based on recent STAAR data for first-time testers, 7% of the students achieved Meets for Algebra I, 30% for English I, and 34% English II. **Root Cause:** There is a lack of fidelity and consistency across contents when implementing the tenets of the lesson structure and the instructional framework as basis to provide grade-level instruction.

Perceptions

Problem Statement 1: Due to COVID, not all demographics are achieving at grade level academically and/or behaviorally. **Root Cause:** Almost half of the students display academic gaps between years 2020-2022, as demonstrated from our pyramid middle schools.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Increase positive response by students to the learning environment on the Panorama SEL Survey from 56% to 75% by May 2023.

High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1: ILT will develop a plan to increase the number of students who participate in district and campus level surveys.

Strategy's Expected Result/Impact: By May 2024, increase students' sense of belonging by engaging in meaningful work centered around our Mission, Vision and 5 Core Values: Belief, Purpose, Accountability, Growth Mindset, and Team Work.

Staff Responsible for Monitoring: ILT, Counselors, Stay In School Coordinator, Intervention Specialist

Title I:

2.6, 4.1

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Support new Family Engagement Specialist to increase parental and community involvement and purchase materials and supplies for events. Intended Audience: School wide community Provider / Presenter / Person Responsible: Principal/Secretary Date(s) / Timeframe: August 2023-2024 Collaborating Departments: All Departments Delivery Method: Face-to-Face School Website Social Media Sites Funding Sources: Family Engagement Specialist - Title I (211) - 211-61-6129-04L-006-30-510-000000-24F10 - \$29,539, Materials and supplies for family/community events - Parent Engagement - 211-61-6399-04L-006-30-510-000000-24F10 - \$7,044, Culturally Responsive Resources for At-Risk Students - SCE (199 PIC 24) - 199-11-6399-001-006-24-243-000000- - \$16,269, - Title I (211) - 211-11-6399-04N-006-30-510-000000-24F10 - \$7,000				

Action Step 2 Details	Reviews			
Action Step 2: Host an award ceremony per six weeks and each semester for students and parents who earned a A/B honor roll and perfect attendance. Intended Audience: All student groups Provider / Presenter / Person Responsible: Instructional Leadership Team, Freshman Success Coach, Counselors Date(s) / Timeframe: August 2023 - 2024 Collaborating Departments: All Departments Delivery Method: In-person Funding Sources: Supplies and materials for Award Ceremonies - Title I (211) - 211-11-6499-04N-006-30-510-000000-24F10 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: ASCD Conference: We create practical, timely, affordable professional learning to help educators and instructional leaders provide students with a modern, equitable, and quality education. Intended Audience: Leadership team Provider / Presenter / Person Responsible: Instructional Leadership Team Date(s) / Timeframe: March 22, 2024 - March 25th, 2024 Collaborating Departments: All Departments Delivery Method: Face-to-Face Web-based	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Less than 40% of parents/guardians attend schoolwide functions. Root Cause: We have been without a Family Engagement Specialist for the past two years. There is a need for the new Family Engagement Specialist to install a PTA/PTO to increase parental involvement for parent meetings and extracurricular events.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the number and percentage of students who are chronically absent from 20% to 10% by May 2023.

Strategy 1: Utilize certain staff members to identify students that have are developing a habit of having several absences prior to it becoming chronic.

Strategy's Expected Result/Impact: A decrease number of students with chronic absences due to a team pulling absences by weekly to monitor student attendance.

Staff Responsible for Monitoring: Assistant Principal, Freshman Success Coach, Teachers

Title I:

2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Students with increased amount of absences will be identified and our student outreach team will conference with student and parent to identify the cause of the absences. Once the cause is identified, if there is a need that the campus can assist with, resources will be provided to the students which will in turn allow the student to be present at school. Student will also be recognized for being present and achieving academic goals in front of parents and stakeholders. Intended Audience: School Community Provider / Presenter / Person Responsible: Assistant Principal, Freshman Success Coach, Teachers Date(s) / Timeframe: October 2023-to May 2024 Collaborating Departments: All Departments Delivery Method: Face-to-Face Teams Funding Sources: supplies, materials, and resources - Title I (211) - 211-61-6399-04L-006-30-510-000000-24F10 - \$2,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Due to COVID, not all demographics are achieving at grade level academically and/or behaviorally. **Root Cause:** Almost half of the students display academic gaps between years 2020-2022, as demonstrated from our pyramid middle schools.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-24F10	\$9,671.45
1	1	1	2	Professional Learning Registration/Fees	Travel for Counselor (PD)	211-31-6411-04N-006-30-510-000000-24F10	\$5,000.00
1	1	1	2	Professional Learning Registration/Fees	Freshman Success Coach	211-13-6119-04N-006-30-510-000000-24F10	\$3,000.00
1	1	1	2	Professional Learning Registration/Fees	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-006-30-510-000000-24F10	\$7,000.00
1	1	1	2	Professional Learning Registration/Fees	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-006-30-510-000000-24F10	\$10,000.00
1	1	1	3	Snacks or incentive for students	Snacks or incentives for students	211-11-6499-04N-006-30-510-000000-24F10	\$5,000.00
1	1	1	4	Supplies for Testing Coordinator	Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-24F10	\$1,000.00
1	1	1	6	Audio Speakers/amplifier/microphone	Technology for instructional use	211-11-6396-04N-006-30-510-000000-24F10	\$6,000.00
1	1	1	7	Culturally Responsive Resources	Reading materials for professional development	211-13-6329-04N-006-30-510-000000-24F10	\$3,000.00
1	1	1	8	Substitutes for In-District/ Out of District travel/ pull-out	Subs for supplemental instruction	211-11-6112-04N-006-30-510-000000-24F10	\$5,000.00
1	2	1	1	Software for Instructional Use	Technology for instructional use	211-11-6396-04N-006-30-510-000000-24F10	\$8,000.00
1	2	1	1	Extra Duty Pay	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-006-30-510-000000-24F10	\$15,000.00
1	2	1	1	Instructional materials and supplies	Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-24F10	\$10,000.00
1	2	1	1	Reading Materials for Library Media Services	Reading materials for library use	211-12-6329-04N-006-30-510-000000-24F10	\$7,000.00
1	2	1	2	Materials and supply resources for Staff	Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-24F10	\$7,000.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Title 1 Math Teacher	Title I Teacher	211-11-6119-04N-006-30-510-000000-24F10	\$69,598.00
2	1	1	1	Data Analyst	Data Analyst	211-13-6119-04N-006-30-510-000000-24F10	\$84,472.00
2	1	1	1	Purchase supplies and materials for testing	Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-24F10	\$5,000.00
2	1	1	3	Purchase Supplies for Professional Learning	Supplies and materials for professional development	211-13-6399-04N-006-30-510-000000-24F10	\$5,000.00
3	1	1	2	Travel for college tour and Educational Field Trips	Transportation costs for students	211-11-6412-04N-006-30-510-000000-24F10	\$15,000.00
4	1	1	1		Supplies and materials for instructional use	211-11-6399-04N-006-30-510-000000-24F10	\$7,000.00
4	1	1	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-006-30-510-000000-24F10	\$29,539.00
4	1	1	2	Supplies and materials for Award Ceremonies	Snacks or incentives for students	211-11-6499-04N-006-30-510-000000-24F10	\$10,000.00
4	2	1	1	supplies, materials, and resources	Supplies and materials for parental involvement	211-61-6399-04L-006-30-510-000000-24F10	\$2,000.00
Sub-Total							\$329,280.45
Budgeted Fund Source Amount							\$329,280.45
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Culturally Responsive Resources for At-Risk Students	Supplies and materials for instructional use	199-11-6399-001-006-24-243-000000-	\$16,269.00
Sub-Total							\$16,269.00
Budgeted Fund Source Amount							\$16,269.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Materials and supplies for family/community events	Supplies and materials for parental involvement	211-61-6399-04L-006-30-510-000000-24F10	\$7,044.00
Sub-Total							\$7,044.00
Budgeted Fund Source Amount							\$7,044.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	supplies and resources	GENERAL SUPPLIES		\$1,387.00
Sub-Total							\$1,387.00
Budgeted Fund Source Amount							\$1,387.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Travel for Teachers for Professional Development	TRAVEL - EMPLOYEE ONLY		\$9,602.00
3	1	1	1	Supplies and Materials	GENERAL SUPPLIES		\$7,000.00
3	1	1	1	CTE software, technology	TECHNOLOGY < \$5000		\$15,000.00
Sub-Total							\$31,602.00
Budgeted Fund Source Amount							\$31,602.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Resources and Training to support Special Education	INSTRUCTIONAL MATERIALS		\$16,147.00
Sub-Total							\$16,147.00
Budgeted Fund Source Amount							\$16,147.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
Grand Total Budgeted							\$401,729.45
Grand Total Spent							\$401,729.45
+/- Difference							\$0.00