

# **Fort Worth Independent School District**

## **086 TCC South Collegiate High School**

### **2023-2024 Improvement Plan**



# Mission Statement

Our mission is to prepare students for the rigorous demands of college and work, and for a range of competitive careers in energy related fields. In collaboration with Tarrant County College and our industry partners, we seek to close achievement gaps, to improve access to in-demand career pathways and competitive postsecondary programs, and to build a strong pipeline of student talent for a thriving local workforce and economy. Ultimately, our students leave us as skilled candidates for jobs on a ladder of career growth in energy fields, or as competitive applicants for four-year colleges and postsecondary programs.

## Vision

TCC-South/FWISD Collegiate High School offers students a rigorous, relevant P-TECH curriculum that leads to a strong post-secondary education and/or equips students to be competitive applicants for postsecondary programs.

The Collegiate High School faculty, staff, and families share a vision for a school where:

- students pursue a college level curriculum and produce college quality work;
- cooperative and collaborative relationships exist among all stakeholders;
- students are self-motivated, independent learners who take personal responsibility for their education; and
- students are motivated to transfer to a baccalaureate program and pursue a post- graduate education or as competitive applicants for postsecondary programs.

## Value Statement

**TCC South/FWISD Collegiate High School offers all of you [students]:**

Rigorous and Relevant Curricula

Coursework focused on a Pathways in Technology Curriculum that leads to:

College and Career Readiness

Strong Post-Secondary Education

Competitive Applicants for Post-Secondary Programs

**TCC South/FWISD Collegiate High School is a community of intellectuals who hold to high standards and aspire to make the world a better place by:**

Striving for Academic Excellence

Engaging in our Community

Exemplifying Responsibility and Integrity

Leading by Example

Leaving a Legacy to Follow

**We will work to ensure...**

§every student receives high-quality instruction.

§each classroom has high-quality professors and staff.

§there is a consistent focus and personal responsibility for improving student outcomes.

§a shared vision and culture of high expectations for all staff and students is established and implemented.

§clear alignment of goals, targets, and strategies to TCC South Collegiate's vision that improve teacher effectiveness and student outcomes.

**Core Values**

Integrity

Respect

Responsibility

Growth Mindset

Perseverance

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# Comprehensive Needs Assessment

Revised/Approved: March 30, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

The SBDM Committee identified 7 areas of high need or focus for the 2023-2024 school year during the February 21, 2023 meeting.

### Supporting the PTECH Program:

Stemuli Platform – Student programs monitoring, work-based learning, portfolio development; Academic Manual and Data Tracker Implementation Year 4 (Dr.

Collins spoke with CTE Executive Director and got verbal approval.)

Local (199) Budget

CTE = \$15, 971.00

\$10,000 allotted for Stemuli Platform

### CCMR

PSAT/SAT/TSI Preparation Materials (Stemuli, ChalkTalk, Cambridge) And Extra Duty to support students and staff

Extra Duty for summer planning for (Leadership Team, CTE or other teacher groups) to support PLCs, department leaders, new teachers/mentors, Freshman Success etc.

Title (211) Budget

\$5000 – Materials & Resources

\$12, 000 – Extra Duty for Attendance & Credit Recovery, Test Preparation, Tutoring, Summer Bridge

### General Supplies

### General Supplies (199)

Instructional Supplies, Resources, Books, Data Trackers & SAMS, 7 Habits of Highly Effective Teens, toner, paper, office supplies, poster maker supplies, incentives, awards ; Needs of special populations and at risk students

Basic Programming = \$23, 868

GT = \$1485

CTE = \$15,971

Special Education = \$501

Compensatory/Remedial = \$3196

Local (199) Budget Basic = \$23, 868

Balance of \$16,368

**General Supplies (211)**

Instructional Supplies, Resources, Books, Data Trackers & SAMS, toner, paper, office supplies; snacks, printed materials for focused notes, collaborative study groups, and ; Special Populations Allotments

Title (211) Budget - \$7282

**Student Travel**

College Field Trips

Work-based Learning with Industry Partners

Title (211) Budget - \$3000

**Employee Travel and Professional Development**

Close Up

CCR School Models Conference

Lead4ward

AP Institute

SAT and PSAT Prep

Local (199) Budget - \$7500

**FTE to support Campus Family Engagement**

Title (211) Budget - \$32,604

# Demographics

## Demographics Summary

TCC So/FWISD Collegiate High School (TCC South Collegiate) is located on Tarrant County College's South Campus in South Fort Worth, Texas. We opened our doors in August 2015 as an early college high school, one of the FWISD's Schools of Choice and its third stand-alone collegiate high school. Due to the FWISD's strategic marketing and recruitment efforts, a diverse student population of 93 students enrolled as the school's first 9th grade cohort, the Class of 2019. We are proud to share that 78% of the Class of 2019, 83% of the Class of 2020, 79% of the Class of 2021, and 61% of the Class of 2022 earned their associate degree and high school diploma in 4 years. To date, 232 students have earned their associate degree despite significant challenges and barriers to success due to the onset of the 2020 pandemic. In the past several years, these barriers have impacted our students' associate degree attainment. Through strategic planning and intervention support, 50% of the Class of 2023 (73 students) are expected to graduate with their associate degree from Tarrant County College by August 2023.

According to the Texas Education Agency School Report Card, TCC South Collegiate is an A rated school earning an overall score rating of 96 out of 100 in the student achievement, school progress, and closing the gaps categories. We earned 4 out of 7 distinction designations in the areas of academic achievement in English language arts and math, comparative closing the gaps (top 25%) and post-secondary readiness. The drop-out rate for our school is about 1% which is a quarter of the FWISD rate and about half the State's rate. In our rigorous and demanding collegiate high school environment, grade-to-grade retention is always an area of focus. Each school year, our student population has increased as grade levels were subsequently added with one exception: 2016/17 (196 students), (2017/18 (255 students), 2018/19 (337 students), 2019/20 (325 students), 2020-2021 (353 students), 2021-2022 (361 students), and 2022-2023 (353 students). The 2018-2019 school year was the first year to have student enrollment data for grades 9-12 (337 students). For the 2023-2024 school year, 337 students are projected to enroll in classes at TCC South Collegiate High School in the fall. Recruiting for the 2023-2024 school year will continue through Summer 2023 to increase enrollment between 375 and 400 students.

To expand college and career opportunities for all students and to build a strong workforce that supports the community, in the fall of 2019, TCC South Collegiate opened as the FWISD's first Pathways in Technology Early College High School. The first PTECH graduating class is the Class of 2023. Each year, students engage in 2 associate of applied science degree pathways including electronics technology, and the electrical line technician program. Our 3rd and 4th pathways include associate of arts degree pathways focused on energy, business-related coursework and water operator coursework. The water operator pathway began in the 2022-2023 school year. Through each associate degree pathway, students take classes that allow them the opportunity to earn 60+ hours toward associate degrees, as well as credentials and certificates in the respective fields. Any rising 9th or 10th grader is eligible to apply to TCC South Collegiate High School. Each year through a lottery system, students from within and outside of the FWISD attendance zone enroll after being assigned to our early college high school per the FWISD lottery process.

Our strong, collaborative team of stakeholders includes committed school-based personnel led by the principal and assistant principal. Counselors, post-secondary specialist, social worker/interventionist, Go Center coordinator, school nurse, secretary, data clerk, and our family engagement specialist serve on the operations leadership team to engage and support students, families, and 18 teachers. Our IHE partner, Tarrant County College South Campus and industry partners, Oncor, City of Fort Worth Water Department, Stemuli, and Microsoft, serve as vital members of our team ensuring all students have access and support in their pursuit of associate degrees and certifications. Collectively, we engage as a supportive community of learners and experts to offer the most thorough and productive PTECH experience for our students grounded in wellness, rigorous academics, and work-based learning experiences.

## Demographics Strengths

### Diverse Student Population

A diverse body of students from within and outside of the FWISD enroll in our school annually. As a Pathways in Technology Early College High School or PTECH, TCC South Collegiate High School has several renewable energy-focused degree pathways students choose from which include: Electronics Technology, Electrical Line Technician Program, Water Operator, and Business. Students enroll in the principles of applied engineering (PAE) course during their first year as PTECH students. Based on work-based learning experiences, guest speakers' contributions and mentorship, and content learned in the environmental systems and the PAE high school courses, students choose their degree pathways for the next 2 to 3 years. The 2022-2023 school year populations included 57% At Risk, 77% Economically Disadvantaged, 20% African American, 68% Hispanic, 4% White, 4% Asian, and 30% Emergent Bilingual. The female to male ratio is 186:131. This year, 5 students enrolled at TCC South Collegiate receive special education services.

## Instructional Faculty Diversity

We currently have 67.7% of our faculty that have earned their master's degree, one teacher has her doctorate's degree, and our principal, as well, has earned her doctorate's degree. Seven teachers (33.3%) are credentialed by our IHE partner, Tarrant County College-South Campus, to teach college level courses.

## Organizational and Leadership Teams

TCC South Collegiate High School staff work collaboratively to operate in two school systems, K-12 and collegiate. TCC South has a Site Based Decision Making Team (SBDM) and four-sub leadership teams that include the Operational Leadership Team, Instructional Leadership Team/Department Chairs, the Post-Secondary Success (PSS)/College, Career, and Military Readiness (CCMR) Team, and the Freshman Success Team which oversee the operational, core-content instructional program, systems of support to keep students on track, and all other PTECH program components of the school. The Operational Leadership Team includes the principal, assistant principal, post-secondary specialist, college and career readiness coach, two counselors, the administrative assistant, data clerk, school nurse, interventionist, and our family-communication specialist. Each week, this team meets to problem solve, plan, and discuss agenda items, including, but not limited to master scheduling, technology access for students and staff, campus improvement plan and budget, graduation, mandatory testing, and all staff updates by role or department. For each meeting, minutes are recorded and emailed to the team and include discussion points, action items/next steps, and responsible personnel to complete tasks. The Instructional Leadership Team includes the ELAR, math, science, social studies, and elective department chairs along with administration. Department chairs meet each 6 weeks with our administrative team to discuss student assessment data and intervention plans, address challenges discussed in the grade-level team meetings and content area Professional Learning Communities (PLCs).

## Administrator Background Experience

Our administrative team includes both Spanish speaking principal with 6 years principal experience and assistant principal with 14 years of teaching and campus leadership experience who collaborate to ensure the school operates efficiently and safely. The roles and responsibilities include collaborating with TCC South Campus staff, industry partners, and Fort Worth Independent School District (FWISD) staff, supervising teachers and the instructional program, oversee scheduling students into the appropriate college and high school courses, implementing and monitoring safety and security measures, ensure supports for underperforming student groups are implemented, communicating with all stakeholders to engage students, parents, and staff in the instructional program and opportunities.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020) and 94.9% (2020-2021). The 2021-2022 average daily attendance ranged between 86% and 96%. Currently, student average daily attendance for the 2022-2023 has ranged between 79% and 97%. **Root Cause:** Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place at pre-pandemic levels.

**Problem Statement 2:** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications. **Root Cause:** Students math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.



# Student Learning

## Student Learning Summary

Our TCC South/FWISD Collegiate High School mission is to build a community of intellectuals who hold to high standards and aspire to make the world a better place by striving for academic excellence; engaging in our community; exemplifying responsibility and integrity; and, leaving a legacy to follow. Our students are academically competitive and community service oriented. Graduation rates, TSI passing rates, CCMR rates, and STAAR/EOC performance over time have exceeded district and state levels. According to the TEA 2022 School Report Card, our campus STAAR performance rates surpassed State and District passed all subjects rates by 14% and 28%, respectively. STAAR outcomes increased by 5% in all subjects - 83% in 2021 to 88% in 2022. TCC South Collegiate is a TEA “A” rated campus earning 4 out of 7 distinction designations in Academic Achievement in English language arts/reading and math, closing the gaps, and postsecondary readiness.

Over the past four years, enrolled seniors from 2019 through 2022 have earned high school diplomas (100%) and associate degrees (between 68% and 91%). Due to the pandemic, there was a significant decline in TSI passing rates across all grade levels due to our mostly virtual learning environment between March 2020 and June 2021. Pre-pandemic TSI met status was about 74% (math) and 63% (ELAR) by the beginning of students’ 11<sup>th</sup> grade year. Students and staff have overcome barriers to success and the impact of virtual learning by reengaging at high levels to meet STAAR/EOC, TSI requirements, and CCMR rates in the 2021-2022 school year. Current TSI met status rates for each grade level are 9<sup>th</sup> (11%), 10<sup>th</sup> (28%), 11<sup>th</sup> (45%), and 12<sup>th</sup> (73%). Average SAT scores over the past several years at the 11<sup>th</sup> grade level were 1001 (2020), 1028 (2021), 958 (2022), and 945 (2023). Each year, average SAT scores exceeded State and District rates. The focus for the 2023-2024 school year will be to prepare students for the TSIA 2.0, increase STAAR EOC performance at the meets level and above, and increase PSAT and SAT scores.

Due to the concerted efforts of Freshman Success Team members, 88% of 2022-2023 freshman are on track for graduation as measured by GPA, credits, and attendance.

Our TCC-South/FWISD Collegiate High School faculty, staff, and families share a vision for a school where students pursue a college level curriculum and produce college quality work. TCC South is a school where:

Cooperative and collaborative relationships exist among all stakeholders;

Self-motivated, independent learners take personal responsibility for their education; and

Motivated learners transfer to a baccalaureate program and/or pursue a post-graduate education or competitive careers.

## Student Learning Strengths

**Diverse student groups are represented at each grade level due to recruitment efforts and District weighted lottery system.**

Current demographics for the 2022-2023 school year includes diverse student groups and mirrors District percentages within designated ranges: Economically Disadvantaged (77%); At-Risk: (57%); Special Education Services (2%); Emergent Bilingual (30%); 504 Services (8%); African American (20%); Hispanic (68%); Other Groups (less than 1%); Male Students (41%); and, Female Students (59%).

## Student Achievement

TCC South Collegiate is a TEA “A” rated campus earning 4 out of 7 distinction designations in Academic Achievement in English language arts/reading and math, closing the gaps, and postsecondary readiness.

78% of the Class of 2019, 83% of the Class of 2020, 79% of the Class of 2021, and 61% of the Class of 2022 earned their associate's degree and high school diploma in 4 years. Sixty-one percent of the Class of 2023 earned their associate degrees and 80% earned 30+ hours of college credit.

STAAR outcomes increased by 5% in all subjects - 83% in 2021 to 88% in 2022.

2023 STAAR EOC performance at the approaches level and above: Algebra I (98%); Biology (96%); English I (72%), English II (88%), and US History (99%).

Due to the concerted efforts of Freshman Success Team members, 88% of 2022-2023 freshman are on track for graduation as measured by GPA (3.0 or better), credits (6 credits), and attendance (96% or better).

### **Education Backgrounds of Faculty**

67% of faculty have a masters degree and 2 have doctorate degrees.

There are 7 out of 18 credentialed, embedded faculty who teach college classes for TCC South Collegiate students.

Average SAT scores over the past several years at the 11<sup>th</sup> grade level were 1001 (2020), 1028 (2021), 958 (2022), and 945 (2023). Each year, average SAT scores exceeded State and District rates.

### **Degree Pathways and Credential Opportunities for College and Career Readiness**

#### **Associate of Applied Sciences Degree Pathways**

Electronics Technology—AAS Electronics engineering specialization gives students a strong foundation in electronics, mathematics, science, computer skills, presentation skills, verbal communication skills, and team skills.

Electrical Line Technician Program—AAS The Lineman Program discusses how to install, maintain, or repair power lines that move electricity.

#### **Associate of Arts Degree Pathways**

Business—AA Energy Business-Related Coursework includes the general associate of arts degree with energy business related coursework in business management, marketing, general business, accounting, and economics.

Water Operator - Began in the 2022-2023 School Year - Builds students' technical skills and knowledge to operate and maintain wastewater treatment plants effectively and safely.

#### **PTECH Certifications**

OSHA 10 Certification

Microsoft Certification

Business Level I Certification

#### **Rigorous Curricula**

All students enroll in honors level high school courses or AP courses (ELAR, math, science, social studies) concurrently with dual credit courses. After passing TSI, students enroll in dual credit ELAR and math courses.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and

certifications. **Root Cause:** Students math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

**Problem Statement 2 (Prioritized):** Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%). **Root Cause:** All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.

# School Processes & Programs

## School Processes & Programs Summary

TCC South Collegiate High School follows the college calendar and schedule. Students are required to meet academic and other expectations as college students.

## Instructional and Curricular Program

As a Pathways in Technology Early College High School or PTECH, TCC South Collegiate High School has several renewable energy-focused degree pathways students choose from which include: Electrical Technology, Renewable Energy Recourses, Lineman Program, Water Management, and Energy Business Related coursework. Students enroll in the principles of applied engineering (PAE) course during their first year as PTECH students. Based on work-based learning experiences, guest speakers' contributions and mentorship, and content learned in the environmental science and the PAE high school courses, students choose their degree pathways for the next 2 to 3 years.

## Associate of Applied Sciences Degree Pathways

Energy Technician—AAS Electronics engineering specialization gives students a strong foundation in electronics, mathematics, science, computer skills, presentation skills, verbal communication skills, and team skills.

Renewable Energy Resources—AAS Renewable Energy Resources gives students a strong foundation in electronics, renewable energy, presentation skills, verbal communication skills, team skills.

Lineman Program—AAS The Lineman Program discusses how to install, maintain, or repair power lines that move electricity.

Water Management - Began in the 2022-2023 School Year - Builds students' technical skills and knowledge to operate and maintain wastewater treatment plants effectively and safely.

## Associate of Arts Degree Pathways

Energy Business—AA Energy Business-Related Coursework includes the general associate of arts degree with energy business related coursework in business management, marketing, general business, accounting, and economics.

Students also earn certifications as PTECH students.

OSHA 10 Certification

Microsoft Certification

Business Level I Certification

All students enroll in honors level high school courses or AP courses (ELAR, math, science, social studies) concurrently with dual credit courses. After passing TSI, students enroll in dual credit ELAR and math courses.

## Campus Leadership

TCC South has a Site Based Decision Making Team (SBDM) and four-sub leadership teams that include the Operational Leadership Team, Instructional Leadership Team/ Department Chairs, the Post-Secondary Success (PSS)/College, Career, and Military Readiness (CCMR) Team, and the Freshman Success Team which oversee the operational, core-content instructional program, systems of support to keep students on track, and all other PTECH program components of the school. The Operational Leadership Team includes the principal, assistant principal, post-secondary specialist, college and career readiness coach, two counselors, the administrative assistant, data clerk, school nurse, interventionist, and

our family-communication specialist. Each week, this team meets to problem solve, plan, and discuss agenda items, including, but not limited to master scheduling, technology access for students and staff, campus improvement plan and budget, graduation, mandatory testing, and all staff updates by role or department. For each meeting, minutes are recorded and emailed to the team and include discussion points, action items/next steps, and responsible personnel to complete tasks. The Instructional Leadership Team includes the ELAR, math, science, social studies, and elective department chairs along with administration. Department chairs meet each 6 weeks with our administrative team to discuss student assessment data and intervention plans, address challenges discussed in the grade-level team meetings and content area Professional Learning Communities (PLCs).

Our administrative team includes both Spanish speaking principal and assistant principal who collaborate to ensure the school operates efficiently and safely. The roles and responsibilities include collaborating with TCC South Campus staff, industry partners, and Fort Worth Independent School District (FWISD) staff, supervising teachers and the instructional program, oversee scheduling students into the appropriate college and high school courses, implementing and monitoring safety and security measures, ensure supports for underperforming student groups are implemented, communicating with all stakeholders to engage students, parents, and staff in the instructional program and opportunities.

## **School Processes & Programs Strengths**

### **Advanced Degree Attainment Opportunities**

We currently have 67.7% of our faculty that have earned their master's degree, one teacher has her doctorate's degree, and our principal, as well, has earned her doctorate's degree. Seven teachers (33.3%) are credentialed by our IHE partner, Tarrant County College-South Campus, to teach college level courses.

### **Academic Programming Opportunities**

PTECH Degree pathways include associate of applied sciences (4) and associate of arts (1) degrees.

Students may earn industry certifications in each degree pathway.

Honors, Advanced Placement/AP, and dual credit courses offered.

232 out of 298 students (78%) earned Associate of Arts degrees in 4 years (cohorts 2019, 2020, 2021, and 2022).

Each year, 3-5 students graduate early from high school and earn their associate degrees by December of their senior year.

### **Academic Preparation Programs**

At least one teacher per core content area has been trained by Princeton Review or Cambridge to provide high yield strategies (test-taking and content-based) for the SAT, ACT, PSAT, and TSI.

Two teachers have been trained by Texas College Bridge to support students with TSI preparation and make them eligible to take TSI required college coursework.

Four content teachers engage students weekly in high impact tutoring preparation for STAAR EOCs.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. **Root Cause:** TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

**Problem Statement 2:** In fall 2020, 88% of the staff believed the principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves student outcomes. That percentage dropped from 88% to 77% in spring 2021. **Root Cause:** The school vision is not clearly communicated or aligned to collegiate high school outcomes.

# Perceptions

## Perceptions Summary

Principal Impact Collaborative UNT Survey Results from the 2020-2021 School Year (Fall and Spring Survey Window) is the most recent perception data for the campus. This staff survey measured the principals overall leadership, adaptive and resilient competency, strategic and innovative approaches, inspirational ability, and overall staff climate. The approval ratings in each competency were as follows:

Overall Leadership: 82% to 94%

Adaptive and Resilient: 71% to 100%

Strategic and Innovative: 72% to 94%

Inspirational: 82% to 94%

Trust: 94% to 100%

General Campus Culture

Morale improvements: 45% to 65%

Recommend School to other Teachers and Parents: 94% to 100%

The leadership team and Parent Teacher Association will continue to collaborate to provide events for staff focused on wellness and appreciation. Teacher leaders will continue to be a part of the leadership team to help build a culture of mutual respect and support as well as provide professional learning that is strategic and innovative.

## Perceptions Strengths

TCC South Collegiate is considered to be a good place to work. Ninety-four percent (Fall) and 100% (Spring) of teachers would recommend TCC South Collegiate High School as a place to work. During the 2023-2024 school year, the leadership team will work with the Parent Teacher Association and TCC (IHE partner) to provide academic support, plan events, and assist with the needs of individual staff. The Employee Assistance Program (EAP) and the counseling staff are available resources to support staff.

At TCC South Collegiate, 100% of teachers would recommend this school to others to parents seeking a place for their child in fall and spring. The leadership team will continue to provide professional learning to staff so they may engage the community about the P-Tech program.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** In fall 2020, 88% of the staff believed the principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves student outcomes. That percentage dropped from 88% to 77% in spring 2021. **Root Cause:** The school vision is not clearly communicated or aligned to collegiate high school outcomes.

**Problem Statement 2:** Teachers and staff believe students do not follow the Student Code of Conduct (continue to be tardy to class and do not follow dress code guidelines). **Root Cause:** Inconsistent monitoring of dress code and responses to tardiness and absences are reactive, not proactive.



# Priority Problem Statements

**Problem Statement 1:** Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled.

**Root Cause 1:** TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020) and 94.9% (2020-2021). The 2021-2022 average daily attendance ranged between 86% and 96%. Currently, student average daily attendance for the 2022-2023 has ranged between 79% and 97%.

**Root Cause 2:** Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place at pre-pandemic levels.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.

**Root Cause 3:** Students math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%).

**Root Cause 4:** All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** In fall 2020, 88% of the staff believed the principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves student outcomes. That percentage dropped from 88% to 77% in spring 2021.

**Root Cause 5:** The school vision is not clearly communicated or aligned to collegiate high school outcomes.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

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

## 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
- 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

#### **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
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# District Goals

Revised/Approved: June 28, 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 PSAT 8/9 average scale score from 880 to 950, the PSAT 10/NMSQT average scale score from 897 to 1000, and the PSAT (11th Grade) average scale score from 930 to 1030 by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** PSAT Fall and Spring Reports

**Strategy 1:** Provide daily ELA instruction/extended learning time in English I in the master schedule to prepare students for TSIA 2.0 success, STAAR EOC performance at the Meets or above level, and increased PSAT performance.

**Strategy's Expected Result/Impact:** Successful outcomes for students (grades and assessments) to meet rigorous demands of the TSI and college-level coursework.

**Staff Responsible for Monitoring:** All Staff

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Student Learning 2 - School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> The master schedule will reflect English I and Reading I. <b>Intended Audience:</b> English I Teachers <b>Provider / Presenter / Person Responsible:</b> Principal and Master Scheduler		Formative			Summative
		Nov	Jan	Mar	June

<b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> English Department Teachers <b>Delivery Method:</b> In-Person				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Track and monitor students' attendance and grades in English I to ensure extended learning time is providing rigorous instruction to prepare them for the STAAR EOC, TSI, and PSAT testing.

**Strategy's Expected Result/Impact:** At least 85% of students enrolled in English I will pass the STAAR EOC and improve their TSI scores by 10 points.

**Staff Responsible for Monitoring:** Campus Administrators and English Department Teachers

**Title I:**  
 2.4, 2.5, 2.6  
**- TEA Priorities:**  
 Recruit, support, retain teachers and principals, Build a foundation of reading and math  
**- ESF Levers:**  
 Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Once per semester, provide vertical planning time to analyze student data and use District Curriculum Frameworks and its resources to improve student outcomes.  <b>Intended Audience:</b> English Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Administrators and English Department Teachers <b>Date(s) / Timeframe:</b> August 2023 through June 2024 <b>Collaborating Departments:</b> English Department <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Subs for Professional Development and Planning Sessions - Title I (211) - 211-11-6112-0PD-086-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide instructional resources such as Region IV, Cambridge, TSI Navigator, Chalk Talk, Lead4ward, or Princeton Review and general supplies to improve English teaching practices and increase student outcomes on English I and II EOCs, TSIA 2.0, and PSAT ELAR benchmarks. <b>Intended Audience:</b> English Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Administrators and English Department Chairs <b>Date(s) / Timeframe:</b> July 2023 through May 2024 <b>Collaborating Departments:</b> English Departments <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Instructional Resources and Supplies - Title I (211) - 211-11-6399-04N-086-30-510-000000-24F10 - \$2,250, Instructional Resources for Improving Student Performance on AP Exams - Title I (211) - 211-13-6329-04N-086-30-510-000000-24F10 - \$250	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Create Walkthrough and Feedback Schedule in Calendar <b>Intended Audience:</b> English Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Administrators <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> English Department Teachers <b>Delivery Method:</b> In-Person	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:

Student Learning
<b>Problem Statement 2:</b> Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%). <b>Root Cause:</b> All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.
School Processes & Programs
<b>Problem Statement 1:</b> Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. <b>Root Cause:</b> TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

**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 I from 49% to 75% by May 2024.

Increase the percentage of economically disadvantaged students from 69% to 80% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR English I EOC and Benchmarks

**Strategy 1:** Plan and provide before and after school tutoring sessions and other intervention sessions during the school day to meet Freshman students' academic needs in ELAR.

**Strategy's Expected Result/Impact:** Increase student performance on STAAR EOC.

**Staff Responsible for Monitoring:** Campus Administrators and English Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

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

**- Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Campus administrators and the Freshman Success Team collaborate at the 2nd and 5th weeks of each 6-week period (progress report or report card) and at each semester to analyze students' data (grades, behavior, and attendance), restructure advisory period activities, and implement the P-TECH curriculum to support most struggling students in English and other subject areas. Extended PD sessions will occur once per semester. <b>Intended Audience:</b> Freshman Teachers <b>Provider / Presenter / Person Responsible:</b> Freshman Success Coach, Campus Administrators, and Freshman Success Team <b>Date(s) / Timeframe:</b> August 2023 through June 2024 <b>Collaborating Departments:</b> All Freshman Teachers (multiple departments) <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Subs for Freshman "On Track" related professional development, data analysis, and cross-curricular planning - Title I (211) - 211-11-6112-0PD-086-30-510-000000-24F10 - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Increase ELA performance for students receiving special education services on STAAR English I and II EOCs rated at approaches level or above.

**Strategy's Expected Result/Impact:** At least 70% of students receiving special education services will perform at the approaches level on the English I or II STAAR EOC

**Staff Responsible for Monitoring:** English Department

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

**Problem Statements:** Student Learning 1



Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide inclusive instructional interventions and tutoring outside of the school day (before or after school and on Saturdays) to improve STAAR EOC, TSI, and PSAT performance. <b>Intended Audience:</b> All Students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Extra Duty - SCE (199 PIC 24) - 199-11-6116-001-086-24-243-000000- - \$3,196	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:

Student Learning
<p><b>Problem Statement 1:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.</p> <p><b>Root Cause:</b> Students math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.</p> <p><b>Problem Statement 2:</b> Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%). <b>Root Cause:</b> All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.</p>

**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 3:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from 72% to 85% by May 2024.

Increase the percentage of emergent bilingual students' Meets or above performance from 62% to 70% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR English II EOC and Benchmarks

**Strategy 1:** Track and monitor students' attendance and grades in English II to ensure extended learning time is providing rigorous instruction to prepare them for the STAAR EOC, TSI, and PSAT testing.

**Strategy's Expected Result/Impact:** At least 85% of students enrolled in English II will pass the STAAR EOC and pass the TSI in order to enroll in dual credit English 1301 by the fall of their junior year.

**Staff Responsible for Monitoring:** Campus Administrators, Counselors, and English Department

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**





Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create Walkthrough and Feedback Schedule in Calendar <b>Intended Audience:</b> English Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Administrators <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> English Department Teachers <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide instructional resources such as Region IV, Cambridge, TSI Navigator, Chalk Talk, Lead4ward, or Princeton Review and general supplies to improve English teaching practices and increase student outcomes on English I and II EOCs, TSIA 2.0, and PSAT ELAR benchmarks. <b>Intended Audience:</b> English Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Administrators <b>Date(s) / Timeframe:</b> July 2023 through May 2024 <b>Collaborating Departments:</b> English Department and Leadership Team <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> ELAR Resources and Materials - Title I (211) - 211-11-6399-04N-086-30-510-000000-24F10 - \$2,500	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### School Performance Objective 3 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.</p> <p><b>Root Cause:</b> Students math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.</p> <p><b>Problem Statement 2:</b> Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%).</p> <p><b>Root Cause:</b> All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.</p>

**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 PSAT 8/9 average scale score from 880 to 950, the PSAT 10/NMSQT average scale score from 897 to 1000, and the PSAT (11th Grade) average scale score from 930 to 1030 by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** PSAT Fall and Spring Reports

**Strategy 1:** Provide test preparation resources for students to use during Tier I instruction, advisory time, and on independent work time

**Strategy's Expected Result/Impact:** Increased students' average scale scores on the PSAT

**Staff Responsible for Monitoring:** All Instructional Staff

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

- **Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Implement support materials for test preparation and acceleration to increase PSAT and SAT CCMR measures  <b>Intended Audience:</b> All Instructional Staff <b>Provider / Presenter / Person Responsible:</b> Campus Administrators and Academic Leadership Team <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> Various Departments <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Region IV, Chalk Talk, Cambridge, Princeton Review - Title I (211) - 211-11-6399-04N-086-30-510-000000-24F10 - \$3,000		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

## School Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.

**Root Cause:** Students math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

**Problem Statement 2:** Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%). **Root Cause:** All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.

### School Processes & Programs

**Problem Statement 1:** Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. **Root Cause:** TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

**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 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 60% to 75% by May 2024. Increase the percentage of Hispanic students' Meets or above performance from 58% to 75% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR EOC and Benchmark data reports

**Strategy 1:** Provide daily math instruction/extended learning time in Algebra I in the master schedule to prepare students for TSIA 2.0 success, STAAR EOC performance at the Meets or above level, and increased PSAT performance.

**Strategy's Expected Result/Impact:** Successful outcomes for students (grades and assessments) to meet rigorous demands of the TSI and college-level coursework.

**Staff Responsible for Monitoring:** All Staff and Master Scheduler

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**- Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> The master schedule will reflect Algebra I and Problem-Solving Mathematics. <b>Intended Audience:</b> Algebra I Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Administrators and Master Schedule <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> Mathematics Department <b>Delivery Method:</b> In-Person		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

**Strategy 2:** Provide extra support during advisory period to improve students' math skills and fill academic gaps.

**Strategy's Expected Result/Impact:** Increased Meets and Masters level on performance on STAAR as well as increasing TSI scores by 10 points.

**Staff Responsible for Monitoring:** All Instructional Staff supporting Math Department

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Implement the TSI Navigator curriculum via the Stemuli digital platform during advisory period, Tier I instruction, and independent work to improve students math skills <b>Intended Audience:</b> Teachers and Students <b>Provider / Presenter / Person Responsible:</b> Campus Administrators <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> All Instructional Staff <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**School Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications. <b>Root Cause:</b> Students math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.
<b>Problem Statement 2:</b> Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%). <b>Root Cause:</b> All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.
School Processes & Programs
<b>Problem Statement 1:</b> Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. <b>Root Cause:</b> TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

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

**School Performance Objective 1:** Maintain the percentage of Grade 12 students attaining at least one CCMR indicator from 100% to 100% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** CCMR Indicator Report, Transcript Audits, District-provided reports

**Strategy 1:** Develop the capacity of collegiate high school teachers to understand TEA's P-TECH Blueprint and Outcomes-based Measures that impact student outcomes for achievement and attainment to inform the school community and external stakeholders.

**Strategy's Expected Result/Impact:** Increased stakeholder knowledge about CCMR criteria and achievement and attainment requirements.

**Staff Responsible for Monitoring:** All Staff

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Post-Secondary Success Specialist will design and co-lead with campus administrators on-going professional development and data review sessions with staff regarding the P-TECH Blueprint and Outcomes-based Measures.  <b>Intended Audience:</b> All Staff <b>Provider / Presenter / Person Responsible:</b> Campus Administrators and Post-Secondary Success Specialist <b>Date(s) / Timeframe:</b> August 2023 - June 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person		Formative			Summative
		Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Create and implement a campus professional development plan and conduct at least 2 sessions each semester. <b>Intended Audience:</b> All Staff <b>Provider / Presenter / Person Responsible:</b> Campus Administrators, Post-Secondary Success Specialist, Counselors <b>Date(s) / Timeframe:</b> August 2023 May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person	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:

School Processes & Programs
<b>Problem Statement 1:</b> Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. <b>Root Cause:</b> TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.
Perceptions
<b>Problem Statement 1:</b> In fall 2020, 88% of the staff believed the principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves student outcomes. That percentage dropped from 88% to 77% in spring 2021. <b>Root Cause:</b> The school vision is not clearly communicated or aligned to collegiate high school outcomes.

**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" at the end of the school year from 88% to 100% by May 2024.  
Increase the percentage of Hispanic students "On Track" from 75% to 100% by May 2024.

**High Priority**

**Evaluation Data Sources:** FWISD and TCC Grades & Attendance Reports by 3 and 6-weeks as well as Semester

**Strategy 1:** Align and leverage programs, resources, and systems of support for all and at-risk students across grade levels.

**Strategy's Expected Result/Impact:** Increased "On Track" rates (associate degree, certifications, high school graduation requirements) for all Freshman students and students in grades 10-12.

**Staff Responsible for Monitoring:** All Staff

**Title I:**

2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture





**- Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Action Step 1:</b> Freshman Success Coach will co-develop and co-lead with campus administrators professional development, progress monitoring, and/or information sessions for staff, students, and parents to understand the freshman success framework and develop plans for 9th grade students and students in grades 10-12.</p> <p><b>Intended Audience:</b> All Staff</p> <p><b>Provider / Presenter / Person Responsible:</b> Freshman Success Coach, Campus Administrators, Post-Secondary Success Specialist, and Counselors</p> <p><b>Date(s) / Timeframe:</b> August 2023 through May 2024</p> <p><b>Collaborating Departments:</b> All Departments and Grade Level Teams</p> <p><b>Delivery Method:</b> In-Person</p> <p><b>Funding Sources:</b> Snacks for Family Engagement Activities - Title I (211) - 211-61-6499-04L-086-30-510-000000-24F10 - \$1,000, Supplies for Family Engagement Activities - Title I (211) - 211-61-6399-04L-086-30-510-000000-24F10 - \$404</p>				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Implement the Stemuli progress monitoring system <b>Intended Audience:</b> Students, Parents/Guardians, Faculty, and Staff <b>Provider / Presenter / Person Responsible:</b> Post-Secondary Support Specialist and CTE Teachers <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> Campus Administrators and Campus Leadership Team <b>Delivery Method:</b> Digital	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide resources and incentives to increase freshmen on track for attendance as well as students in grades 10-12. <b>Intended Audience:</b> Students and Staff <b>Provider / Presenter / Person Responsible:</b> Assistant Principal and Attendance Committee <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> Multiple Departments <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Implement the Stemuli progress monitoring, employability and work-based learning platform to ensure students self-monitor and stay on track for 60+ hours of college credit, credentials/certifications, and high school graduation. <b>Intended Audience:</b> All Students <b>Provider / Presenter / Person Responsible:</b> Stemuli <b>Date(s) / Timeframe:</b> August 2023-June 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> Digital  <b>Funding Sources:</b> Stemuli Digital Platform (Data Tracker, Student Academic Manual, and TSI Navigator) - CTE (199 PIC 22) - - \$10,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<b>Action Step 5:</b> Ensure resources including study/training materials, assessment preparation materials, and supplies are provided for students pursuing the AA degree, certification pathways. <b>Intended Audience:</b> Students in CTE courses <b>Provider / Presenter / Person Responsible:</b> CTE Staff <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> CTE <b>Delivery Method:</b> In-Person or Virtual  <b>Funding Sources:</b> CTE-related resources and materials - CTE (199 PIC 22) - - \$5,971	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## School Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020) and 94.9% (2020-2021). The 2021-2022 average daily attendance ranged between 86% and 96%. Currently, student average daily attendance for the 2022-2023 has ranged between 79% and 97%. <b>Root Cause:</b> Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place at pre-pandemic levels.
Student Learning
<b>Problem Statement 1:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications. <b>Root Cause:</b> Students math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline. <b>Problem Statement 2:</b> Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%). <b>Root Cause:</b> All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.
School Processes & Programs
<b>Problem Statement 1:</b> Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. <b>Root Cause:</b> TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

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

**School Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 97% to 100 % by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Focus Grades Reports

**Strategy 1:** Provide daily math instruction/extended learning time in Algebra I in the master schedule to prepare students for TSIA 2.0 success, STAAR EOC performance at the Meets or above level, and increased PSAT performance

**Strategy's Expected Result/Impact:** Successful outcomes for students (grades and assessments) to meet rigorous demands of the TSI and college-level coursework.

**Staff Responsible for Monitoring:** All Staff

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**- Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> The master schedule will reflect Algebra I and Problem-Solving Mathematics. <b>Intended Audience:</b> Algebra I Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Administrators and Master Scheduler <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> Mathematics Department <b>Delivery Method:</b> In-Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Use additional instructional materials and supports such as Region IV and Lead4ward to sue during Tier I instruction and tutoring <b>Intended Audience:</b> Algebra I Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Administrators <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Mathematics Department <b>Delivery Method:</b> In-Person	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 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications. <b>Root Cause:</b> Students math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.
<b>Problem Statement 2:</b> Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%). <b>Root Cause:</b> All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.
School Processes & Programs
<b>Problem Statement 1:</b> Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. <b>Root Cause:</b> TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

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

**School Performance Objective 4:** Increase the percentage of Grade 11 and 12 students who meet SAT criteria for CCMR from 27% to 50% (SAT) by May 2024.

Increase the percentage of Hispanic students from 26% to 50% (SAT) by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** SAT Summary Reports

**Strategy 1:** Align and leverage programs, resources, and systems of support for existing academic advising.

**Strategy's Expected Result/Impact:** Increased number of students who meet the SAT CCMR measure ensuring college readiness.

**Staff Responsible for Monitoring:** All Instructional Staff

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Student Learning 1, 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Provide SAT and TSI strategies including materials to use during Tier I instruction and independently by students. <b>Intended Audience:</b> Teachers and Students <b>Provider / Presenter / Person Responsible:</b> Campus Administrators and Academic Leadership Team <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> Multiple Departments <b>Delivery Method:</b> In-Person		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**Strategy 2:** Provide resources to support students with diverse needs including students receiving special education services and students who need gifted and talented experiences to increase CCMR related measures.

credentials

**Staff Responsible for Monitoring:** All Staff

**Title I:**

2.4

**- TEA Priorities:**

Connect high school to career and college

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide resources to support gifted and talented experiences for students <b>Intended Audience:</b> G/T and advanced placed students <b>Provider / Presenter / Person Responsible:</b> Staff <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Various Departments <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Competition, conferences, and organization fees/dues, resources, materials, positive notecards, and snacks for events, awards ceremonies, honors recognitions, and celebrations. - Gifted & Talented (199 PIC 21) - - \$1,100	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide resources to support students receiving special education services. <b>Intended Audience:</b> Students receiving special education services <b>Provider / Presenter / Person Responsible:</b> Staff <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Resources and materials to support students in reading, writing, math, science, social studies, and CTE-related coursework - SPED (199 PIC 23) - - \$501	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**School Performance Objective 4 Problem Statements:**



### Student Learning

**Problem Statement 1:** Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications.

**Root Cause:** Students math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

**Problem Statement 2:** Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%). **Root Cause:** All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.

### School Processes & Programs

**Problem Statement 1:** Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. **Root Cause:** TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

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

**School Performance Objective 5:** Students and staff attend college field trips and engage in college preparation sessions, military-based, career-based, and other academic-related trips to enhance learning experiences.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** CCMR Reports including College Applications, College Acceptance Rates; Scholarships; Military Recruitment, Industry-based Certifications

**Strategy 1:** Align and leverage programs and resources to provide students' access to opportunities and experiences related to the P-TECH program and advanced studies.

**Strategy's Expected Result/Impact:** Increased student participation in college trips, career-oriented field trips, and other academic-oriented experiences

**Staff Responsible for Monitoring:** Campus Administrators, Post-Secondary Success Specialist, CCMRS Coach

**Title I:**

2.5, 2.6

**- TEA Priorities:**





Connect high school to career and college

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Provide Transportation <b>Intended Audience:</b> Students and Staff <b>Provider / Presenter / Person Responsible:</b> Campus Administrators <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Buses - Title I (211) - 211-11-6412-04N-086-30-510-000000-24F10 - \$1,500		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Advisory teachers will implement resources located in the Stemuli platform (Student Academic Manual and Data Tracker) according to the weekly advisory schedule for each grade level. <b>Provider / Presenter / Person Responsible:</b> All Instructional Staff <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 5 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. <b>Root Cause:</b> TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

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

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 17% to 5% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** 3-Week and 6-Week Attendance Reports (High School) and Bi-weekly Attendance Reports (TCC)

**Strategy 1:** Develop attendance monitoring procedures (proactive and recovery-based) that cultivates a supportive learning environment and improves student attendance.

**Strategy's Expected Result/Impact:** Increase student attendance from 94% to 96% by the end of the school year

**Staff Responsible for Monitoring:** All Staff

**Title I:**

2.6, 4.2





**- TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Revise and implement attendance committee monitory and parent notification/conference procedures for 3-week, 6-week and semester review and creating support plans. <b>Intended Audience:</b> Staff and Students <b>Provider / Presenter / Person Responsible:</b> Assistant Principal, Data Clerk, and Attendance Committee <b>Date(s) / Timeframe:</b> July 2023 through May 2024 <b>Collaborating Departments:</b> Freshman Success Team, Grade Level Team Leads and Academic Leadership Team/ Department Chairs <b>Delivery Method:</b> In-Person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**Strategy 2:** Foster collaborative partnerships within the school community and external stakeholders to communicate data-informed needs and formulate

solutions for improved student outcomes.

**Strategy's Expected Result/Impact:** Increase the capacity of stakeholders to be collaborative, innovative problem-solvers

**Staff Responsible for Monitoring:** Campus Administrators

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Establish and develop teachers', staff, and/or community stakeholders' capacities as committee members to provide input, ensure effective campus operations, strengthen the academic program, and support students' successful outcomes.  <b>Intended Audience:</b> All Stakeholders <b>Provider / Presenter / Person Responsible:</b> Campus Administrators with All Stakeholders <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020) and 94.9% (2020-2021). The 2021-2022 average daily attendance ranged between 86% and 96%. Currently, student average daily attendance for the 2022-2023 has ranged between 79% and 97%. <b>Root Cause:</b> Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place at pre-pandemic levels.
Student Learning
<b>Problem Statement 1:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications. <b>Root Cause:</b> Students math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.

### Student Learning

**Problem Statement 2:** Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%). **Root Cause:** All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.

### School Processes & Programs

**Problem Statement 1:** Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. **Root Cause:** TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

### Perceptions

**Problem Statement 1:** In fall 2020, 88% of the staff believed the principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves student outcomes. That percentage dropped from 88% to 77% in spring 2021. **Root Cause:** The school vision is not clearly communicated or aligned to collegiate high school outcomes.

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

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 16 to 5 by May 2024.  
Decrease the number of discipline referrals by school personnel for Hispanic students from 14 to 5 by May 2024.

**High Priority**

**Evaluation Data Sources:** Focus Discipline Referral Reports

**Strategy 1:** Provide systems of support for teachers to develop and implement effective classroom management plans aligned to positive student relationships





**Strategy's Expected Result/Impact:** Reduced DAEP offenses and placements from 10 to less than 5

**Staff Responsible for Monitoring:** Assistant Principal and Grade Level Team Leads

**Title I:**  
2.6, 4.2  
**- TEA Priorities:**  
Connect high school to career and college  
**- ESF Levers:**  
Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide FWISD Student Code of Conduct and TCC Code of Conduct professional development for staff to build classroom management plans that align with T-TESS Domain 3 dimensions. <b>Intended Audience:</b> All Teachers <b>Provider / Presenter / Person Responsible:</b> Assistant Principal and Grade Level Team Leads <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> By September 2023, establish committees: SBDM, Attendance, Discipline, Safety and Security, Student Support Team, Department Chairs/Academic Leadership Team, Operations Leadership Team, Freshman Success Team, Grade Level Teams, P-TECH Planning <b>Intended Audience:</b> Students, Parents, and Staff <b>Provider / Presenter / Person Responsible:</b> Campus Administrators <b>Date(s) / Timeframe:</b> August 2023 through June 2024 <b>Collaborating Departments:</b> All Departments, TCC, and Industry Partners (Oncor, City of Fort Worth Water Department, Microsoft, and Stemuli) <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide social emotional resources and/or wellness-related activities for students, parents, and staff to improve overall wellness. <b>Intended Audience:</b> Students and Staff <b>Provider / Presenter / Person Responsible:</b> Wellness Committee and Family Communication Specialist <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> Multiple Departments <b>Delivery Method:</b> In-Person or Virtual  <b>Funding Sources:</b> Wellness-related events and activities - Parent Engagement - 211-61-6299-04L-086-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## School Performance Objective 2 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. <b>Root Cause:</b> TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.



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

**School Performance Objective 3:** 80% of out-of-school suspensions were for Hispanic students. Decrease the number of out-of-school suspensions for students from 13 to 0 and for Hispanic students from 8 to 0 by May 2024.

**High Priority**

**Evaluation Data Sources:** Focus Discipline Referral Data Reports

**Strategy 1:** Cultivate safe, supportive, and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework.

**Strategy's Expected Result/Impact:** Decreased student off task behavior and adverse incidents

**Staff Responsible for Monitoring:** Assistant Principal and Discipline Committee Staff

**Title I:**

2.6, 4.2

- **TEA Priorities:**





Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Establish a campus-wide discipline committee to analyze discipline data in Focus, teacher provided classroom data, and information in Branching Minds to address student discipline issues for behavior and attendance. <b>Intended Audience:</b> All Staff <b>Provider / Presenter / Person Responsible:</b> Assistant Principal <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide opportunities such as Saturday camps, before and after school sessions for students to recover lost credit due to attendance and participate in sessions to improve grades <b>Intended Audience:</b> Students and Staff <b>Provider / Presenter / Person Responsible:</b> Assistant Principal and Teachers <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Extra duty for attendance and credit recovery - Title I (211) - 211-11-6116-04N-086-30-510-000000-24F10 - \$1,596	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 3 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. <b>Root Cause:</b> TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.
Perceptions
<b>Problem Statement 1:</b> In fall 2020, 88% of the staff believed the principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves student outcomes. That percentage dropped from 88% to 77% in spring 2021. <b>Root Cause:</b> The school vision is not clearly communicated or aligned to collegiate high school outcomes.

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

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs to 2 per month by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Parent Engagement Agendas and Sign-in Logs

**Strategy 1:** Foster collaborative partnerships with families, IHE/TCC, industry partners, and other school and community stakeholders to communicate data-informed needs, provide resources, and formulate solutions for improved student outcomes.

**Strategy's Expected Result/Impact:** Increase the positive perception of stakeholders through active participation

**Staff Responsible for Monitoring:** Administrators and Family Engagement Specialist

**Title I:**

2.4, 2.6, 4.1, 4.2

**- TEA Priorities:**





Connect high school to career and college

**- ESF Levers:**

Lever 3: Positive School Culture

**- Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> By August 31, the Family Engagement specialist collaborates with all stakeholder groups to create monthly calendar of engagement activities and events to inform, support, and promote collegiate high school programing. The calendar will be used to generate information sessions and presentations throughout the school year.  <b>Intended Audience:</b> School Community Stakeholders <b>Provider / Presenter / Person Responsible:</b> Principal, Campus Leadership Team, Family Engagement Specialist <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> Various <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Family Engagement Specialist - Title I (211) - 211-61-6129-04L-086-30-510-000000-24F10 - \$31,141		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**Strategy 2:** Cover fees/dues, resources, materials, positive notecards, and snacks for events, awards ceremonies, honors recognitions, and celebrations.

**Strategy's Expected Result/Impact:** Increased family and student participation

**Staff Responsible for Monitoring:** All Staff

**Title I:**

4.1, 4.2

- **TEA Priorities:**

Connect high school to career and college





- **ESF Levers:**

Lever 3: Positive School Culture

- **Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Snacks for parent meetings, conferences, and celebration events <b>Intended Audience:</b> Families and Students <b>Provider / Presenter / Person Responsible:</b> Campus Administrators <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Snacks and incentives for student events - Title I (211) - 211-61-6499-04L-086-30-510-000000-24F10 - \$1,000, Snacks and Incentives for family events - Parent Engagement - 211-61-6499-04L-086-30-510-000000-24F10 - \$404	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide snacks and incentives to increase participation in events to build positive school culture. <b>Intended Audience:</b> Students and Families <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team and Family Engagement Specialist <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Snacks and Incentives - Title I (211) - 211-11-6499-04N-086-30-510-000000-24F10 - \$1,341.94	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide resources to support gifted and talented experiences for students/National Honor Society dues <b>Intended Audience:</b> Gifted and Talented and Advanced Students <b>Provider / Presenter / Person Responsible:</b> Staff <b>Date(s) / Timeframe:</b> August 2023 - June 2023 <b>Collaborating Departments:</b> Various Departments <b>Delivery Method:</b> In-person or virtual  <b>Funding Sources:</b> Competition, conferences, and organization fees/dues, resources, materials, positive notecards, and snacks for events, awards ceremonies, honors recognitions, and celebrations. - Gifted & Talented (199 PIC 21) - - \$385	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020) and 94.9% (2020-2021). The 2021-2022 average daily attendance ranged between 86% and 96%. Currently, student average daily attendance for the 2022-2023 has ranged between 79% and 97%. <b>Root Cause:</b> Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place at pre-pandemic levels.
Student Learning
<b>Problem Statement 2:</b> Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%). <b>Root Cause:</b> All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.
School Processes & Programs
<b>Problem Statement 1:</b> Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. <b>Root Cause:</b> TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

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

**School Performance Objective 5:** Improve campus operations and procedures to strengthen the academic program for all students.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR EOC Reports, Student Assessment Data Reports such as Map Growth, TSI, PSAT/SAT, Grades, Attendance

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments form the Curriculum Framework in all courses for all students.

**Strategy's Expected Result/Impact:** Improved student performance in all courses including reduced failure rates in high school and college-level courses

**Staff Responsible for Monitoring:** All Instructional Staff

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Ensure 100% of teachers/staff attend content and/or pedagogical appropriate professional development to instruct CTE, core honors, world language, dual credit, and any College Board/AP level coursework and implement learned best practices across grade levels and subject areas. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> All Instructional Staff <b>Date(s) / Timeframe:</b> July 2023 through June 2024 <b>Collaborating Departments:</b> All Instructional Staff <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Professional Development - Title I (211) - 211-13-6411-04N-086-30-510-000000-24F10 - \$2,000				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Provide subs for planning and data analysis for all subject areas. <b>Intended Audience:</b> Instructional Staff and Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Administrators <b>Date(s) / Timeframe:</b> July 2023 through May 2024 <b>Collaborating Departments:</b> All Teachers <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Subs for staff development and planning - Title I (211) - 211-11-6112-0PD-086-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Continue to develop teachers' ability to provide rigorous and supportive learning environments and use District and Campus instructional tools and resources.

**Strategy's Expected Result/Impact:** Improved instructional practices as evidenced by T-TESS ratings over time which lead to students' improved performance.

**Staff Responsible for Monitoring:** Campus Administrators and Teacher Leaders

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**- Additional Targeted Support Strategy**

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Track weekly walkthroughs and feedback in Eduphoria Strive ensuring 100% of teachers meeting the Proficient Level or above on T-TESS on all dimensions of Domains 2 and 3 and provide needed supports for teachers not at the Proficient Level. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Administrators <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> All Teachers <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Create the PLC schedule for Grade Level Teams, ELAR, Math, Science, Social Studies, and Electives to ensure PLCs regularly meet for vertical planning in subject areas and across grade level teams to review student data (grades, behavior, attendance, and other) and use Branching Minds to document meetings and generate support plans. <b>Intended Audience:</b> All Teachers <b>Provider / Presenter / Person Responsible:</b> All Instructional Staff <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Provide classroom materials, supplies, and resources to improve instruction and develop teachers' capacity to provide a rigorous and supportive learning environment. <b>Intended Audience:</b> All Staff <b>Provider / Presenter / Person Responsible:</b> Campus Administrators <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Classroom Supplies and Materials - Title I (211) - 211-11-6399-04N-086-30-510-000000-24F10 - \$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 5 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Student attendance has declined since 2020 and student attendance rates for the last few years were 98.4% (2019-2020) and 94.9% (2020-2021). The 2021-2022 average daily attendance ranged between 86% and 96%. Currently, student average daily attendance for the 2022-2023 has ranged between 79% and 97%. <b>Root Cause:</b> Efficient attendance monitoring procedures including early notifications and interventions prior to attendance recovery are not in place at pre-pandemic levels.
Student Learning
<b>Problem Statement 1:</b> Student TSI not met rates make students ineligible to continue degree pathways toward earning 60 college hours or associate degrees and certifications. <b>Root Cause:</b> Students math and reading/English language arts skills are not adequate to register for college courses based on the TCC/IHE dual enrollment timeline.
<b>Problem Statement 2:</b> Emergent bilingual student underperform relative to peers on STAAR EOCs and benchmarks which are graduation requirements. Interim assessment data at meets levels are as follows: ENG I (31.25%), ENG II (48.28%), and USH (38.46%). The ALL student group for the same data set is as follows: ENG I (34.72%), ENG II (66.27%), and USH (57.35%). <b>Root Cause:</b> All core content teachers who teach English learners are not ESL certified and teachers do not routinely implement ELPS and strategies. 5 out of 17 teachers are ESL certified.



### School Processes & Programs

**Problem Statement 1:** Grade-to-grade persistence is a PTECH outcomes-based measure and designated status requires 80% of students are retained upon graduation. TCC South's mobility rates were 16.3% (2015-16); 8.3% (2016-17), 4.6% (2017-18), and 26.5% (2018-19) which exceeded the District's (21.1%) and State's (15.3%) rates in 2018-19. In 2020-21 (7.8%) and 2021-22 (4.5%) unenrolled. **Root Cause:** TSI Not Met Rates & TCC Suspension Status make students ineligible to continue pathways.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Subs for Professional Development and Planning Sessions	Subs for professional development	211-11-6112-0PD-086-30-510-000000-24F10	\$1,000.00
1	1	2	2	Instructional Resources for Improving Student Performance on AP Exams	Reading materials for professional development	211-13-6329-04N-086-30-510-000000-24F10	\$250.00
1	1	2	2	Instructional Resources and Supplies	Supplies and materials for instructional use	211-11-6399-04N-086-30-510-000000-24F10	\$2,250.00
1	2	1	1	Subs for Freshman "On Track" related professional development, data analysis, and cross-curricular planning	Subs for professional development	211-11-6112-0PD-086-30-510-000000-24F10	\$1,500.00
1	3	1	2	ELAR Resources and Materials	Supplies and materials for instructional use	211-11-6399-04N-086-30-510-000000-24F10	\$2,500.00
2	1	1	1	Region IV, Chalk Talk, Cambridge, Princeton Review	Supplies and materials for instructional use	211-11-6399-04N-086-30-510-000000-24F10	\$3,000.00
3	2	1	1	Supplies for Family Engagement Activities	Supplies and materials for parental involvement	211-61-6399-04L-086-30-510-000000-24F10	\$404.00
3	2	1	1	Snacks for Family Engagement Activities	Snacks for parents to promote participation	211-61-6499-04L-086-30-510-000000-24F10	\$1,000.00
3	5	1	1	Buses	Transportation costs for students	211-11-6412-04N-086-30-510-000000-24F10	\$1,500.00
4	3	1	2	Extra duty for attendance and credit recovery	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-086-30-510-000000-24F10	\$1,596.00
4	4	1	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-086-30-510-000000-24F10	\$31,141.00
4	4	2	1	Snacks and incentives for student events	Snacks for parents to promote participation	211-61-6499-04L-086-30-510-000000-24F10	\$1,000.00
4	4	2	2	Snacks and Incentives	Snacks or incentives for students	211-11-6499-04N-086-30-510-000000-24F10	\$1,341.94
4	5	1	1	Professional Development	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-086-30-510-000000-24F10	\$2,000.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	5	1	2	Subs for staff development and planning	Subs for professional development	211-11-6112-0PD-086-30-510-000000-24F10	\$1,000.00
4	5	2	3	Classroom Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04N-086-30-510-000000-24F10	\$7,000.00
Sub-Total							\$58,482.94
Budgeted Fund Source Amount							\$58,482.94
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-086-24-243-000000-	\$3,196.00
Sub-Total							\$3,196.00
Budgeted Fund Source Amount							\$3,196.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	3	Wellness-related events and activities	Misc Contracted Services for parental involvement	211-61-6299-04L-086-30-510-000000-24F10	\$1,000.00
4	4	2	1	Snacks and Incentives for family events	Snacks for Parents to promote participation	211-61-6499-04L-086-30-510-000000-24F10	\$404.00
Sub-Total							\$1,404.00
Budgeted Fund Source Amount							\$1,404.00
+/- Difference							\$0.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	2	1	Competition, conferences, and organization fees/dues, resources, materials, positive notecards, and snacks for events, awards ceremonies, honors recognitions, and celebrations.	GENERAL SUPPLIES		\$1,100.00
4	4	2	3	Competition, conferences, and organization fees/dues, resources, materials, positive notecards, and snacks for events, awards ceremonies, honors recognitions, and celebrations.	DUES		\$385.00
Sub-Total							\$1,485.00
Budgeted Fund Source Amount							\$1,485.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	4	Stemuli Digital Platform (Data Tracker, Student Academic Manual, and TSI Navigator)	GENERAL SUPPLIES		\$10,000.00
3	2	1	5	CTE-related resources and materials	GENERAL SUPPLIES		\$5,971.00
Sub-Total							\$15,971.00
Budgeted Fund Source Amount							\$15,971.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	2	2	Resources and materials to support students in reading, writing, math, science, social studies, and CTE-related coursework	GENERAL SUPPLIES		\$501.00
Sub-Total							\$501.00
Budgeted Fund Source Amount							\$501.00
+/- Difference							\$0.00
Grand Total Budgeted							\$81,039.94
Grand Total Spent							\$81,039.94
+/- Difference							\$0.00

# Addendums

Annual Title I  
Meeting  
Documentation  
9/25/23

**Re: TCC South/FWISD Collegiate HS: Open House**

Quanda Collins

Wed 9/27/2023 9:08 AM

To: Collins, Quanda &lt;quanda.collins@fwisd.org&gt;; Carrillo, Wendy &lt;wendy.carrillo@fwisd.org&gt;

On Wed, Sep 13, 2023 at 4:15 PM WENDY CARRILLO <[wendy.carrillo@fwisd.org](mailto:wendy.carrillo@fwisd.org)> wrote:

Dear Comet Parents and Guardians,

We hope this message finds you well. As part of our ongoing commitment to a strong partnership between the school, parents, and students, we are excited to invite you to our upcoming Open House event. This event is designed to help you become more familiar with the various tools and resources that can support your child's education.

**Event Details: OPEN HOUSE NEW DATE**

Date: Monday, September 25, 2023

Time: 5:30pm-7:00pm

Location: TCC South/FWISD Collegiate HS SECH Building

**Agenda for the Open House:**

Meet the Professors

Parent Resources

Know how to find:

**Parent Portal:** Our school's Parent Portal is a powerful tool for parents to access important information about their child's academic progress, attendance, and more. We will guide you through how to use this portal effectively.

**Canvas:** Canvas is our learning management system, where teachers post assignments, grades, and other course materials. Learn how to navigate Canvas to support your child's online learning experience.

**TSI (Texas Success Initiative):** If you have a high school student, you'll want to know about the TSI assessment.

**Remind:** Stay connected with your child's teachers and receive important updates through Remind. We'll show you how to set up and use this communication platform.

**Stemuli:** Discover how Stemuli, our STEM (Science, Technology, Engineering, and Mathematics) program, enriches your child's education and prepares them for future opportunities.

**Academic Resources:** Learn about the various academic resources available to students, such as tutoring, library resources, and study groups.

And meet our community partners!

This event will provide an opportunity for you to ask questions, interact with teachers and staff, and gain a deeper understanding of the tools and resources that can support your child's academic journey.

We look forward to welcoming you to our Open House and helping you make the most of these valuable

resources. If you have any questions or need further information, please feel free to contact us at 817-515-4402.

Thank you for your continued support in your child's education, and we can't wait to see you at the Open House!

**Attachments:**

 [messages/attachments/bc2cd948f03d2201a140abd3f808024d/TCC\\_SO\\_Open\\_House\\_Sept\\_2023.jpg](mailto:messages/attachments/bc2cd948f03d2201a140abd3f808024d/TCC_SO_Open_House_Sept_2023.jpg)  
(97.3 KB)

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**Re: Reminder: OPEN HOUSE**

Quanda Collins

Wed 9/27/2023 9:08 AM

To: Collins, Quanda &lt;quanda.collins@fwisd.org&gt;; Carrillo, Wendy &lt;wendy.carrillo@fwisd.org&gt;

On Mon, Sep 25, 2023 at 11:04 AM WENDY CARRILLO <[wendy.carrillo@fwisd.org](mailto:wendy.carrillo@fwisd.org)> wrote:**REMINDER: THIS EVENT IS TONIGHT!!**

Dear Comet Parents and Guardians,

We hope this message finds you well. As part of our ongoing commitment to a strong partnership between the school, parents, and students, we are excited to invite you to our upcoming Open House event. This event is designed to help you become more familiar with the various tools and resources that can support your child's education.

Event Details: OPEN HOUSE NEW DATE

Date: Monday, September 25, 2023

Time: 5:30pm-7:00pm

Location: TCC South/FWISD Collegiate HS SECH Building

Agenda for the Open House:

Meet the Professors

Parent Resources

Know how to find:

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TSI (Texas Success Initiative): If you have a high school student, you'll want to know about the TSI assessment.

Remind: Stay connected with your child's teachers and receive important updates through Remind. We'll show you how to set up and use this communication platform.

Stemuli: Discover how Stemuli, our STEM (Science, Technology, Engineering, and Mathematics) program, enriches your child's education and prepares them for future opportunities.

Academic Resources: Learn about the various academic resources available to students, such as tutoring, library resources, and study groups.

And meet our community partners!



This event will provide an opportunity for you to ask questions, interact with teachers and staff, and gain a deeper understanding of the tools and resources that can support your child's academic journey.

We look forward to welcoming you to our Open House and helping you make the most of these valuable resources. If you have any questions or need further information, please feel free to contact us at 817-515-4402.

Thank you for your continued support in your child's education, and we can't wait to see you at the Open House!

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# TCC SO/FWISD Collegiate HS Open House

Sept. 25, 2023

Parent First Name	Parent Last Name	Student First Name	Student Last Name	Grade Level
ASHLEY	BRYANT	MIRANDA	MORENO	10
ASHLEY	BRYANT	ARANZA	MORENO	9
Justin and Veronica	Bailey	Vivian	Bailey	9
Brandi <del>Odle</del>	Odle	Winston	Johnson	10
Christina	Flores	Carmella	Flores	9
SARAH	RODRIGUEZ	ERI	RODRIGUEZ	9
Raul Dueñas	Raul Dueñas	Carly	Dueñas	9
Roderick/Romana	Albert	Hannah	Albert	9
Brenda	Guzman	Adrian	Moh	10
Cristina Robles	Robles	Edward	Robles	9
Cristina	Robles	Marc Anthony	Robles	9
Erica	Blackwell	CYNTHIA	Weatheres	11
Sonia	Marcelo Castillo	Aaron	Avalos	9
Dezarae	McKenzie	Jamariya	McKenzie	9th
WALKER <del>Thompson</del>	Thompson	HAKEM	Thompson	9
Patrice <del>Thompson</del>	Thompson	HAKEM	Thompson	9
CHARLOTTE		AMBERIA	CHARLOTTE	9
Sharon	Thompson	Daylin	Baty	9
LATANYA	Hayden	Luce	Shabo	9
Myriam Carranza	Carranza	Jesus	Carranza	11
Michael Pato	Pato	Michelle	Melba	a
Maria Sandoval	Sandoval	Martina	Sandoval	9
Alicia Lee	Lee	Madison	Lara Smith	9

Timestamp	Parent First Name	Parent Last Name	Parent Phone Number	Student's First Name	Student's Last Name	Student's Last Name	Grade Level	Grade Level
9/25/2023 18:25:52	Sonia	Morales	8173500221	Aaron	Avalos	Avalos	9th grade	9th grade
9/25/2023 18:28:51	DeZarae	McKenzie	4057958915	JaMarion	McKenzie	McKenzie	9th grade	9th grade
9/25/2023 18:31:25	Vanessa	Sortano	6825597499	Sanliago	Sanchez	Sanchez	9th grade	11th grade
9/25/2023 18:35:58	LaTanya	Heyden	6824448564	Lacey	Shaw	Shaw	9th grade	9th grade
9/25/2023 18:38:07	Brandi	Odle	8173193822	Winston	Johnson	Johnson	10th grade	10th grade
9/25/2023 18:44:00	Walker	Thompson	817-932-0158	Hakeem	Thompson	Thompson	9th grade	9th grade
9/25/2023 18:44:38	Walker	Thompson	817-932-0156	Hakeem	Thompson	Thompson	9th grade	9th grade
9/25/2023 18:45:22	Brenda	Guzman	6825834397	Adrian	Mola	Mola	10th grade	10th grade
9/25/2023 18:48:22	Romonna	Albert	817-230-9324	Hannah	Albert	Albert	9th grade	9th grade
9/25/2023 20:45:40	Vanessa	Sortano	6825597499	David	Sanchez	Sanchez	11th grade	9th grade



# TCC South Collegiate High School

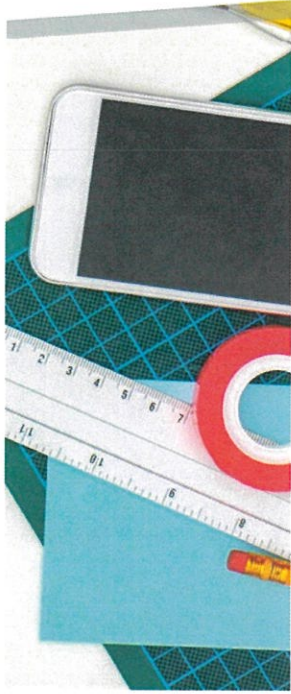
## What is a Title I School?

Involving families as full partners in the education of their children is the cornerstone of the Fort Worth ISD. When families support learning, children are more successful in school. One way schools work to increase student success is through Title I. The Fort Worth ISD receives funds based on the number of students who are eligible for free or reduced-price lunch.

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**Fort Worth**  
INDEPENDENT SCHOOL DISTRICT



# TCC South/FWISD Collegiate High School

## Welcome to Open House!

*Every Student has Limitless Potential.*

*Hope.Joy.Urgency*

September 25, 2023

5:30 – 7:00





# TCC South Collegiate High School

## Agenda

September 25, 2023

5:30 pm – 7:00 pm

5:30 to 5:45

- Welcome
- Hispanic Heritage Month - A Poem Reading by Professor Coronado:  
*recogiendo palabras/gathering words* by Maria Luisa Arroyo
- FWISD Strategic Goals and District Goals
- TCC South Collegiate Mission, Vision, Promise
- TCC South Collegiate Core Values
- Enrollment & Demographics
- Degree Pathways
- Title I Compact

5:45 to 7:00

- Meet TCC South Staff, Professors & Industry Partners who Support ALL Students
- Thank you for coming!



# TCC South Collegiate High School

## Agenda

September 25, 2023

5:45 pm – 7:00 pm

After the brief presentation, you will meet your child's professors and TCC South Collegiate partners who support all students on their collegiate high school journey.

Freshman will remain in the cafeteria from 5:45 – 6:00 for a brief presentation about the Freshman Success Initiative.

You will start in the location indicated on your Bingo card (Ms. Wendy).

Don't forget to visit your child's math, science, social studies, ELA, CTE, and world language Professors.





# FWISD Strategic Goals

<b>Increase</b> Student Achievement	<b>Improve</b> Operational Effectiveness and Efficiency	<b>Enhance</b> Family and Community Engagement	<b>Develop</b> a Workforce that is Student & Customer- Centered
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# FWISD District Goals - CIP

District Goal 1	District Goal 2	District Goal 3	District Goal 4
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.	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.	Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	Ensure all students have access to a safe, supportive and culturally responsive learning environment.



# TCC South Collegiate High School

## Mission, Vision, Promise

**Mission.** Our mission is to prepare students for the rigorous demands of college and work, and for a range of competitive careers in energy related fields. In collaboration with Tarrant County College and our industry partners, we seek to close achievement gaps, to improve access to in-demand career pathways and competitive postsecondary programs, and to build a strong pipeline of student talent for a thriving local workforce and economy. Ultimately, our students leave us as skilled candidates for jobs on a ladder of career growth in energy fields, or as competitive applicants for four-year colleges and postsecondary programs.

**Vision.** TCC-South/FWISD Collegiate High School offers students a rigorous, relevant P-TECH curriculum that leads to a strong post-secondary education and/or equips students to be competitive applicants for postsecondary programs.

The Collegiate High School faculty, staff, and families share a vision for a school where:

- students pursue a college level curriculum and produce college quality work;
- cooperative and collaborative relationships exist among all stakeholders;
- students are self-motivated, independent learners who take personal responsibility for their education; and
- students are motivated to transfer to a baccalaureate program and pursue a post-graduate education or as competitive applicants for postsecondary programs.

**Promise.** The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Hold conferences with parents or legal guardians and students.
- Send frequent reports to families on their child's progress.
- Provide opportunities for families to participate in their child's class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their families and the diverse culture of the school.

# **TCC South Collegiate High School**

## **Core Values**

Safe

Known and Valued

Challenged and Supported

Accountable

Empowered





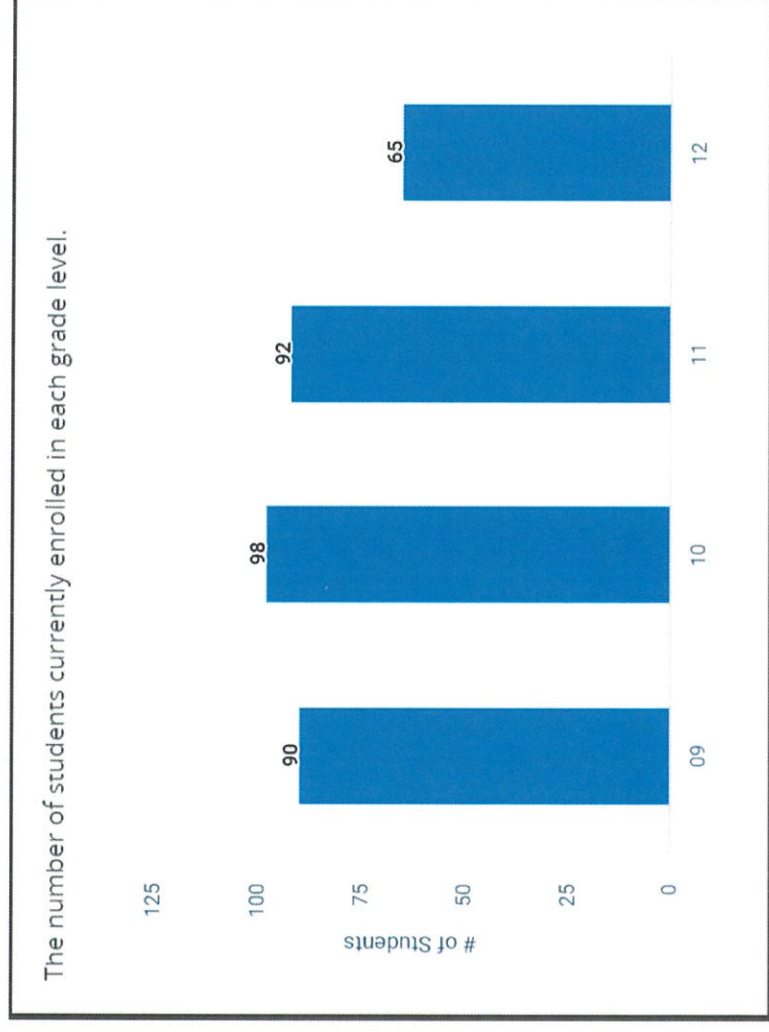
# TCC South Collegiate High School

## Enrollment by Ethnicity

Student Subgroup	# Students
Total	345
Female	191
Male	154
Asian	11
Black/African American	72
Hispanic	245
Multiple	4
White	13
ELL	116
SPED	5

# TCC South Collegiate High School

## Enrollment by Grade Level



# Degree Pathways & Certifications

Students are required to meet academic and other expectations as college students. TCC South Collegiate High School follows the college calendar and schedule. TCC South Campus, Industry Partners and the Collegiate High School meet to discuss program procedures, MOUs, and student needs.

## **Instructional and Curricular Program**

As a Pathways in Technology Early College High School or PTECH, TCC South Collegiate High School has several renewable energy-focused AA and AAS degree pathways students choose from which include: **Electronics Technology, Electrical Line Technician**

**Program, Water Operator, and Energy Business Related coursework.** Students enroll in the principles of applied engineering (PAE) course during their first year as PTECH students. Based on work-based learning experiences, guest speakers' contributions and mentorship, and content learned in the environmental science and the PAE high school courses, students choose their degree pathways for the next 2 to 3 years.

## **Associate of Applied Sciences Degree Pathways**

**Electronics Technology –AAS** Electronics engineering specialization gives students a strong foundation in electronics, mathematics, science, computer skills, presentation skills, verbal communication skills, and team skills.

**Electrical Line Technician Program–AAS** The Lineman Program discusses how to install, maintain, or repair power lines that move electricity.

## Degree Pathways & Certifications

TCC South Collegiate High School follows the college calendar and schedule. Students are required to meet academic and other expectations as college students.

### **Associate of Arts Degree Pathways**

**Energy Business-AA** Energy Business-Related Coursework includes the general associate of arts degree with energy business related coursework in business management, marketing, general business, accounting, and economics.

Students also earn certifications as PTECH students.

OSHA 10 Certification

Microsoft Certification

Business Level I and II Certifications

**Water Operator-AA** Began in the 2022-2023 School Year - Builds students' technical skills and knowledge to operate and maintain wastewater treatment plants effectively and safely.



# TCC South Collegiate High School

## What is a Title I School?

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The District provides opportunities for families to be actively involved in the planning, implementation, and review of school and District Title I programs. The school maintains written parent and family engagement policies that are developed and annually evaluated. Communication with families should occur in the native language of the family, to the extent practicable, and interpreters utilized as necessary.



# TCC South Collegiate High School

## What is a Title I School?

TCC SO/FWISD Collegiate High School is a Title I school. This means we receive federal funding to address the academic needs of our students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science, and mathematics. We are required to keep the following in order to receive Title 1 funding to promote parental and family engagement as required by the Every Student Succeeds Act (ESSA):

- **School-Parent & Family Engagement Policy and Compact**
- **Family Engagement Notebook which includes: School-Parent and Family Engagement Policy**
- **School-Parent and Family Compact**
- **Meeting Agendas & Attendance Forms from campus events**
- **Meeting Handouts**
- **Meeting Minutes**
- **Copies of notices to used to inform parents of meetings**
- **End-of-Year Parent Engagement Evaluation Survey Results**

# **TCC South Collegiate High School**

## **What is the Title I Compact?**

The School-Parent & Family Engagement Policy and Compact communicates the expectations for family involvement and how the school will carry out those requirements, as well as address federal components and describe how the components will be implemented. The school must make this annual policy available for families and the community in an understandable format and language.





# TCC South Collegiate High School

## Title I Compact

### **SCHOOL AGREEMENT:**

The entire school staff will share the responsibility for improved student achievement; therefore we will do the following:

- Hold parent/teacher conferences (parent or legal guardian may join the teacher conference)
- Send frequent reports to families on their child's progress.
- Provide opportunities for families to participate in their child's class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their families and the diverse culture of the school.

School/Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

# TCC South Collegiate High School

## Title I Compact

### **PARENT/GUARDIAN AGREEMENT:**

I want my child to reach his/her full academic potential, therefore I will do the following to support my child's learning:

- Have on-going communication with my child's school; including parent-teacher conferences and volunteering in the classroom.
  - See that my child attends school regularly and is punctual. Supports the school staff and respects cultural differences of others. Establishes a time and place for homework and checks it regularly.
- Monitor television and movie viewing.
- Will help to make positive use of extracurricular time.

Parent/Guardian Signature \_\_\_\_\_

Date: \_\_\_\_\_

# TCC South Collegiate High School

## Title I Compact

### **STUDENT AGREEMENT:**

It is important that I do the best that I can; therefore I will do the following:

- Come to school each day on time with my homework completed and have the supplies that I need.
- Always try to work to the best of my ability. Believe that I can learn and I will learn.
- Conform to the rules of conduct at my school.
- Show respect for my school, myself, other students, and have consideration for cultural differences.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_



# School Website, Facebook, and other Resources

- **TCC South Facebook**

<https://www.facebook.com/TCCSouthFWISD>

- **Fort Worth ISD Standards of Dress**

<https://www.fwisd.org/page/5532>

- **2022-2023 Guide to Grade Reporting:**

<https://www.fwisd.org/site/handlers/filedownload.ashx?moduleinstanceid=8855&dataid=94113&FileName=Secondary%20Guide%20to%20Grade%20Reporting%202022-2023%20Final.pdf>

- **2022-2023 FWISD Student Handbook**

<https://www.fwisd.org/site/handlers/filedownload.ashx?moduleinstanceid=8855&dataid=94163&FileName=FWISD%20Student%20Handbook%20%20Final%207.21.22.pdf>

- **ECHS 2022-2023 Calendar:**

<https://www.fwisd.org/cms/lib/TX01918778/Centricity/Domain/735//2021-22%20District%20Calendars/2021-22%20FWISD%20Calendar%20ECHS%201-26-21.pdf>

- **TCC South First Day of School Spotlight**

<https://youtu.be/5oYŊp0n6-d0>





Tarrant County College®  
SUCCESS WITHIN REACH.



# Fort Worth

INDEPENDENT SCHOOL DISTRICT





# TCC SO/FWISD Collegiate HS Open House

Sept. 25, 2023

Parent First Name	Parent Last Name	Student First Name	Student Last Name	Grade Level
ASHLEY	BRYANT	MIRANDA	MORENO	10
ASHLEY	BRYANT	ARANZA	MORENO	9
Justin and Veronica	Bailey	Vivian	Bailey	9
Brandi <del>Odle</del>	Odle	Winston	Johnson	10
Christina	Flores	Carmella	Flores	9
SARAH	RODRIGUEZ	ERI	RODRIGUEZ	9
Raul Duenas	Raul Duenas	Carly	Duenas	9
Roderick/Romana	Albert	Hannah	Albert	9
Brenda	Guzman	Adrian	Moth	10
Cristina Robles	Robles	Edward	Robles	9
Cristina	Robles	Marc Anthony	Robles	9
ERIC	BLACKWELL	CYNTHIA	Weather's	11
Sonic	Marcos Castillo	Adrian	Avalos	9
Dezora	McKenzie	Jamario	McKenzie	9th
ILWAKER <del>Thompson</del>	THOMPSON	HAKEM	THOMPSON	9
Patrice <del>Thompson</del>	THOMPSON	HAKEM	THOMPSON	9
CHARLETTA	_____	AMBERIA	CHARLETTA	9
Sharon	Thompson	Daylin	Baty	9
LATANYA	Hayden	LACE	Shabo	9
Miriam Carranza	Carranza	Jesus	Carranza	11
Michael Hato	Hato	Michelle	Mato	a
Maria Sandoval	Sandoval	Martina	Sandoval	9
Alicia Lee	Lee	Madison	Lara Smith	9

Timestamp	Parent First Name	Parent Last Name	Parent Phone Number	Student's First Name	Student's Last Name	Student's Last Name	Grade Level	Grade Level
9/25/2023 18:25:52	Sonia	Morales	8173500221	Aaron	Avalos	Avalos	9th grade	9th grade
9/25/2023 18:29:51	DeZarae	McKenzie	4057858915	JaMarlon	McKenzie	McKenzie	9th grade	9th grade
9/25/2023 18:31:25	Vanessa	Soriano	6825597499	Santiago	Sanchez	Sanchez	9th grade	11th grade
9/25/2023 18:35:58	LaTanya	Hayden	6824448564	Lacey	Shaw	Shaw	9th grade	9th grade
9/25/2023 18:38:07	Brandi	Odle	8173193822	Winston	Johnson	Johnson	10th grade	10th grade
9/25/2023 18:44:00	Walker	Thompson	817-932-0156	Hakeem	Thompson	Thompson	9th grade	9th grade
9/25/2023 18:44:39	Welker	Thompson	817-932-0156	Hakeem	Thompson	Thompson	9th grade	9th grade
9/25/2023 18:45:22	Brenda	Guzman	6825834397	Adrian	Mola	Mola	10th grade	10th grade
9/25/2023 18:48:22	Romona	Albert	817-230-9324	Hannah	Albert	Albert	9th grade	9th grade
9/25/2023 20:46:40	Vanessa	Soriano	6825597499	David	Sanchez	Sanchez	11th grade	9th grade



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