

**Fort Worth Independent School District**  
**011 Trimble Tech High School**  
**2021-2022 Campus Improvement Plan**

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# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

## 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

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement 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
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data
- TTESS 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

# Goals

## Goal 1: Early Literacy

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.

**Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 40.1 % to 45 % by May 2022.


Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38.2 % to 36 % by May 2022.


### Targeted or ESF High Priority


### HB3 Goal


**Evaluation Data Sources:** HS Data - CIP Companion Guide

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the literacy skills of all students by providing technology related software and supplies to the entire staff to use with ALL students. To provide teachers and staff with professional development opportunities to perfect their craft and to provide instructional support to each other.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the academic language development of all students through the use of technology and technology software and supplies. All software and supplies will be aimed at increasing the reading, writing, speaking and listening skills of all students. (Brain Pop, Flocabulary, and BASE Education products.)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Math department chair</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Technology Software and Supplies - Title I (211) - 211-11-6396-04N-011-30-510-000000-22F10 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1: Early Literacy**

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.





**Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from 56.4 % to 60 % by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 48.5 % to 55 % by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HS Data - CIP Companion Guide

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the literacy skills of ALL students by providing teachers with professional development opportunities to perfect their craft and to provide instructional support to all teachers and for teachers to support each other.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide teachers with PD support and strategies to support ALL ELL students, special education students and At-Risk students assigned to them this school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Math department chair</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Substitutes for Pull-out PD planning days - Title I (211) - 211-11-6112-0PD-011-30-510-000000-22F10 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1: Early Literacy**

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.

**Performance Objective 3:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from 56.9 % to 66 % by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 49.3 % to 55 % by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HS Data - CIP Companion Guide

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the literacy skills of ALL students by providing teachers with planning time to discuss and plan reading and writing strategies (Jane Schaffer strategies) to implement with all students, especially 9th and 10th grade students (EOC tested students). This plan will lead to an EOC countdown plan and student tutorial plan for the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide ELA teachers with essay readers after each district benchmarks. These readers have been trained in EOC collaborated scoring methods.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Math department chair</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> PD Opportunities - Title I (211) - 211-11-6116-04N-011-30-510-000000-22F10 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June



**Goal 1: Early Literacy**





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.

**Performance Objective 4:** Increase the literacy skills of ALL students by providing teachers with planning time to discuss and plan reading and writing strategies (Jane Schaffer strategies) to implement with all students, especially 9th and 10th grade students (EOC tested students). This plan will lead to an EOC countdown plan and student tutorial plan for the year.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Marked increase scores between Fall and Spring benchmark scores; comparative increases among individual teachers and pass / failure rates of students in core classes.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ELA department teachers with with tutorial incentives in order to engage all students during tutorial sessions after school and on Saturdays.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of 9th and 10th grade EOC benchmark scores and final EOC scores in the spring.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Math department chair</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Engagement incentives (snacks) for students - Title I (211) - 211-11-6499-04N-011-30-510-000000-22F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1: Early Literacy**

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.

**Performance Objective 5:** Provide all teachers at Tech High School the use of Brain Pop and Flocabulary in order to increase the academic language of all students in all core, CTE and elective courses.

**HB3 Goal**

**Evaluation Data Sources:** Passing rates of all students every six weeks; benchmark scores in all tested areas and increases in PSAT, SAT, ACT and TSI scores.

**Goal 2: Early Math**

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.

**Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 8% to 12% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 6% to 10% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR EOC Spring Administration Results  
PSAT Results

**Goal 2: Early Math**

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.

**Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 50.5 % to 55.5 % by May 2022. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 39 % to 45 % by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HS Data - CIP Companion Guide

**Goal 3: CCMR**

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

**Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 47.7 % to 52 % by May 2022. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 36.2 % to 40 % by May 2022.


**Targeted or ESF High Priority**


**HB3 Goal**


**Evaluation Data Sources:** HS Data - CIP Companion Guide


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The addition of 5 staff members through Title I in order to assist with achieving and surpassing district CCMR indicator. All staff members added fall under the approved list of positions that can be paid for through Title I funds.</p> <p><b>Strategy's Expected Result/Impact:</b> The staff added will have direct impact on the instructional program of the school, the engagement and communication with parents, and the data analysis of campus scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Family Communications Outreach Specialist - Title I (211) - 211-61-6119-04L-011-30-510-000000-22F10 - \$41,330.68, Data Analyst - Title I (211) - 211-13-6119-04N-011-30-510-000000-22F10 - \$81,591.31, Additional teacher - Title I (211) - 211-11-6119-04N-011-30-510-000000-22F10 - \$62,973.62, Teacher Assistant - 9th grade Team - Title I (211) - 211-11-6129-04N-011-30-510-000000-22F10 - \$15,432.68, Additional teacher - Title I (211) - 211-11-6119-04N-011-30-510-000000-22F10 - \$61,393.64</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Inquire and implement the use of The DBQ project at Trimble Tech High School to assist all students to read smart, think straight and write clearly. The project is research based, is engaging and rigorous and is evidence based.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the passing rate of SAT, ACT, TSI, AP and On-Ramps and to increase the number of students Meeting grade level status and Master level status on EOC tests.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, ELA and Social Studies department chairs, AP and On-Ramps teachers and English 2 teachers. Post Secondary Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p> <p><b>Funding Sources:</b> The DBQ Writing Project - Title I (211) - 211-11-6396-04N-011-30-510-000000-22F10 - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 

 100% Accomplished
 

 Continue/Modify
 

 Discontinue

**Goal 3: CCMR**

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

**Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from 20 % to 25 % by May 2022. A





Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 5.7 % to 12 % by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HS Data - CIP Companion Guide

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ninth grade Success Teams - all 9th graders will be "teamed" during the 2021-2022 school year. All team teachers will be trained and coached on how to work with their team students throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> The matriculation rate of all 9th grade students will be 95% or better at the end of the 2021-2022 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and 9th grade Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional resources and supplies - SCE (199 PIC 24) - 199-11-6399-001-011-24-243-000000- - \$8,000, PD and substitute money for planning purposes - Title I (211) - 211-11-6112-0PD-011-30-510-000000-22F10 - \$15,000, Team Budgets for Team Teacher Support and Instructional purposes - Title I (211) - 211-11-6116-04N-011-30-510-000000-22F10 - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Academic Growth Score - Increase the academic growth scores of all grades tested in ELA and Math (9th grade Algebra 1 and 10th grade English 2) to meet or exceed the required growth index score by providing support and PD opportunities to teachers on scaffolding lessons to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the passing rates of all ELL and special education students, at-risk 9th grade students (Algebra 1) and at-risk 10th grade students (English 2).</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals assigned to monitor ELA and Math, department chairs for ELA and Math, Algebra 1 team and English 2 team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Scaffolding PD and Freshman Success Initiatives - Title I (211) - 211-13-6399-04N-011-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 3: CCMR**

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





**Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 26.6 % to 32 % by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HS Data - CIP Companion Guide

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the numeracy skills of 9th grade students in math (Algebra 1) by providing math teachers with needed technology software, technology supplies, calculators and PD opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Math department teachers will have the needed technology and technology software and supplies to assist them in their instructional delivery (instructional presentation, document cameras, calculators and PD opportunities to assist in each other's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal over Math department and department chair</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> Technology software, supplies and calculators - Title I (211) - 211-11-6399-04N-011-30-510-000000-22F10 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3: CCMR**

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





**Performance Objective 4:** Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 6.7 % to 12 % by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 3 % to 8 % by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HS Data - CIP Companion Guide

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train 11th and 12th grade ELA and Math teachers on how to use of Edgenuity and Texas Bridge Program in order to assist 11th and 12th grade students on improving their SAT, ACT and TSI scores by working through practice questions and strategies on how to increase SAT, ACT and TSI scores.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve individual student scores in order for students to qualify for CCMR credit or measures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Post-Secondary Specialist and department chairs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 4: Learning Environment (based on the BOE constraints)**

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





**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 13.7 % to 9 % by May 2022.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15.9 % to 10 % by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HS Data - CIP Companion Guide

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the use of an attendance incentive program to increase the overall attendance rates of the school and all grade levels back to 95% or greater.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the attendance rate of all grade levels. Students that are present at school pass more classes, pass benchmarks and are prepared for EOC, ACT, SAT, TSI and other national merit exams.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal over attendance and All teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
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**Goal 4: Learning Environment (based on the BOE constraints)**

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





**Performance Objective 2:** Increase positive response by students to the learning environment on the Panorama SEL Survey from 55.5 % to 65 % by May 2022.

Increase the positive response by African American students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HS Data - CIP Companion Guide

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide social and emotional support to ALL students on campus by providing engaging SEL lessons during 15 minute Community Period everyday.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase a sense of belonging to the school and to support all students in bridging the students back into school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> PD on implementing the Program - SCE (199 PIC 24) - 199-32-6299-001-011-24-243-000000- - \$6,742</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Learning Environment** (based on the BOE constraints)





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

**Performance Objective 3:** Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 1.0% to .5% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HS Data - CIP Companion Guide

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote and engage students to participate in school organizations such as My Brother's Keeper, GSA, Natural Helpers, Hope Squad, Friends of Rachel (FOR Club), Student Council, and Key Club.</p> <p><b>Strategy's Expected Result/Impact:</b> Creating a sense of belonging for all students, especially our non-athletic students.</p> <p><b>Staff Responsible for Monitoring:</b> Intervention Specialists, Principal and Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote character development and social / emotional learning experiences for all students by using SEL software (BASE Education) and also by engaging teachers in a Book Study using the book "Rules for a Knight" by Ethan Hawke.</p> <p><b>Strategy's Expected Result/Impact:</b> These character development and SEL strategies and lessons will provide students with thoughts and values that direct them toward better decision making and better actions. This should lower the behavior referrals and the number of out of school suspensions in all grade levels and student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and All Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> SEL curriculum software and teacher training for teachers to use with students - Title I (211) - 211-11-6396-04N-011-30-510-000000-22F10 - \$5,000, SEL book to use with teachers during staff development - SCE (199 PIC 24) - 199-11-6329-001-011-24-243-000000- - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4: Learning Environment (based on the BOE constraints)**

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





**Performance Objective 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from 79.4 % to 85 % by May 2022. Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 70 % to 75 % by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HS Data - CIP Companion Guide

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide numerous opportunities for parents to engage with the school campus through Campus Progress Report Nights, Fine Arts productions (band and choir concerts, CTE showcases, parent and student orientations and Open Houses.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and caregivers are engaged with the school in a much more positive respect and also get to know the administrative team and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors and department chairs.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Extra duty Pay for Parent Engagement Activities - Title I (211) - 211-61-6116-04L-011-30-510-000000-22F10 - \$50,000, Materials for communication purposes with parents (letters, cards, etc) - Title I (211) - 211-61-6399-04L-011-30-510-000000-22F10 - \$6,079.07, Promotional material and informational material for parents during Open Houses, Progress Reports and special events - Title I (211) - 211-61-6399-04L-011-30-510-000000-22F10 - \$10,000, Snacks for families during Open Houses and Progress Report Nights, - Title I (211) - 211-61-6499-04L-011-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Technology Software and Supplies	Technology for instructional use	211-11-6396-04N-011-30-510-000000-22F10	\$20,000.00
1	2	1	Substitutes for Pull-out PD planning days	Subs for professional development	211-11-6112-0PD-011-30-510-000000-22F10	\$20,000.00
1	3	1	PD Opportunities	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-011-30-510-000000-22F10	\$20,000.00
1	4	1	Engagement incentives (snacks) for students	Snacks or incentives for students	211-11-6499-04N-011-30-510-000000-22F10	\$2,500.00
3	1	1	Family Communications Outreach Specialist	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-011-30-510-000000-22F10	\$41,330.68
3	1	1	Data Analyst	Data Analyst	211-13-6119-04N-011-30-510-000000-22F10	\$81,591.31
3	1	1	Additional teacher	Title I Teacher	211-11-6119-04N-011-30-510-000000-22F10	\$62,973.62
3	1	1	Teacher Assistant - 9th grade Team	Teacher Assistant	211-11-6129-04N-011-30-510-000000-22F10	\$15,432.68
3	1	1	Additional teacher	Title I Teacher	211-11-6119-04N-011-30-510-000000-22F10	\$61,393.64
3	1	2	The DBQ Writing Project	Technology for instructional use	211-11-6396-04N-011-30-510-000000-22F10	\$25,000.00
3	2	1	PD and substitute money for planning purposes	Subs for professional development	211-11-6112-0PD-011-30-510-000000-22F10	\$15,000.00
3	2	1	Team Budgets for Team Teacher Support and Instructional purposes	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-011-30-510-000000-22F10	\$15,000.00
3	2	2	Scaffolding PD and Freshman Success Initiatives	Supplies and materials for professional development	211-13-6399-04N-011-30-510-000000-22F10	\$10,000.00
3	3	1	Technology software, supplies and calculators	Supplies and materials for instructional use	211-11-6399-04N-011-30-510-000000-22F10	\$20,000.00
4	3	2	SEL curriculum software and teacher training for teachers to use with students	Technology for instructional use	211-11-6396-04N-011-30-510-000000-22F10	\$5,000.00
4	4	1	Extra duty Pay for Parent Engagement Activities	Extra duty for family engagement activities after hours	211-61-6116-04L-011-30-510-000000-22F10	\$50,000.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	4	1	Materials for communication purposes with parents (letters, cards, etc)	Supplies and materials for parental involvement	211-61-6399-04L-011-30-510-000000-22F10	\$6,079.07
4	4	1	Promotional material and informational material for parents during Open Houses, Progress Reports and special events	Supplies and materials for parental involvement	211-61-6399-04L-011-30-510-000000-22F10	\$10,000.00
4	4	1	Snacks for families during Open Houses and Progress Report Nights,	Snacks for parents to promote participation	211-61-6499-04L-011-30-510-000000-22F10	\$10,000.00
<b>Sub-Total</b>						\$491,301.00
<b>Budgeted Fund Source Amount</b>						\$491,301.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	2	1	Instructional resources and supplies	Supplies and materials for instructional use	199-11-6399-001-011-24-243-000000-	\$8,000.00
4	2	1	PD on implementing the Program	Contracted student support services	199-32-6299-001-011-24-243-000000-	\$6,742.00
4	3	2	SEL book to use with teachers during staff development	Reading materials for classroom use	199-11-6329-001-011-24-243-000000-	\$2,000.00
<b>Sub-Total</b>						\$16,742.00
<b>Budgeted Fund Source Amount</b>						\$16,742.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$508,043.00