

Fort Worth Independent School District
082 Texas Academy of Biomedical Sciences (TABS)
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: April 30, 2021

Demographics

Demographics Summary

Well represented in historically underserved populations. 67% Hisp, 16% AA, 12% W, 3% A, 62% EconDis.

Demographics Strengths

Well represented in historically underserved populations. 67% Hisp, 16% AA, 12% W, 3% A, 62% EconDis.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Need to increase at-risk 9th grade percentage from 34% to 40% for incoming 9th graders 2022-2023 **Root Cause:** lack of communication of the fourteen at-risk indicators with middle school counselors.

Problem Statement 2 (Prioritized): We need more time for targeted support of at-risk students **Root Cause:** teachers are busy supervising students who do not need help

Problem Statement 3 (Prioritized): Students need during the day and after school tutoring time as a support to diverse population **Root Cause:** Teacher time during the day is largely occupied and students need incentives to stay after school

Priority Problem Statements

Problem Statement 1: Need to increase at-risk 9th grade percentage from 34% to 40% for incoming 9th graders 2022-2023

Root Cause 1: lack of communication of the fourteen at-risk indicators with middle school counselors.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We need more time for targeted support of at-risk students

Root Cause 2: teachers are busy supervising students who do not need help

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students need during the day and after school tutoring time as a support to diverse population

Root Cause 3: Teacher time during the day is largely occupied and students need incentives to stay after school

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students need continued support in order to perform high academically.

Root Cause 4: Direct instruction is not sufficient in length to meet curricular needs for all students.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students who are absent miss instruction

Root Cause 5: Instruction is not provided proactively to students who miss class

Problem Statement 5 Areas: Student Learning

Problem Statement 6: More students failed to keep up with work load. Need support to succeed in high academic classes and heavy workload.

Root Cause 6: teacher strategies to meet one-on-one with students was not successful with all students.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: we lack partner support for events and experiences in careers and post secondary

Root Cause 7: We need to ensure partner support from existing partners and enlist support from new partners after pandemic limits are lifted

Problem Statement 7 Areas: Student Learning

Problem Statement 8: we need to provide summer classes for remediation

Root Cause 8: multiple classes simultaneously has potential for less success than limited classes

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Failure rate for 9-11th grade high school science greater than 20% fall 2020 semester. Credit recovery ongoing Spring 2021.

Root Cause 9: science department needs improved scaffolding practices that allow students to meet TABS standards in lab sciences.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Need systemic intervention for low performing students in all contents. Continue to provide acceleration with voluntary AP tutoring and college enrichment courses. Work with departments using real time data to provide tutoring, remediation, and acceleration. Plans may include after school, advisory, weekend, virtual, and embedded tutoring.

Root Cause 10: intervention is not systemic

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Need testing space that does not require partial shut down of instruction. Need Improved strategies to have all students TSI test before end of August 2021

Root Cause 11: did not require of all students early in school year

Problem Statement 11 Areas: Student Learning

Problem Statement 12: We had a loss at the "Approaches" level in all tests. 2019-2020cores are below. English 1 89/54/3, English 2 87/80/12 Algebra 1 (Dec) 72/24/0, Biology 100/50/6,

Root Cause 12: no systemic plan to identify students early and provide remediation

Problem Statement 12 Areas: Student Learning

Problem Statement 13: need to improve remediation instruction of students who fell behind in pandemic, at-risk students. PD, Team and Individual Learning, and Processing time.

Root Cause 13: lack of training and PD related to pandemic and at-risk

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Need to merge new virtual tools with in-person classroom (assuming students return in-person). PD, Team and Individual Learning, and Processing time.

Root Cause 14: lack of plan to train.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Student motivation varies with at-home learning. Not able to contact failing students who are regularly unresponsive. Largely unknown social, emotional, and mental needs. Some students and staff enduring severe trauma. Need improved home support if students continue to learn from home 2021-2022.

Root Cause 15: Teacher and staff contact students lacked rigorous structure

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Positive school culture is at risk due to majority of students learning from home. Need to improve and reinstate common positive academic and support culture.

Root Cause 16: positive engagements were not effectively promoted

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: Teacher morale overall is low and isolated. Need encouragement, support, and wellness.

Root Cause 17: lack of access to each other and corporate supports

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: We need a closer relationship with partner organizations.

Root Cause 18: There was a lack of planning to build these relationships.

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: Increase in parent communication and involvement needed. No parent led association currently

Root Cause 19: need a plan to overcome objections related to building being difficult to navigate. Also lack of structure in parent outreach.

Problem Statement 19 Areas: Perceptions

Problem Statement 20: we need to create a positive 10 year anniversary event and promotion to improve brand recognition in order to provide increased opportunities for students.

Root Cause 20: A year of celebration would highlight the positive of TABS

Problem Statement 20 Areas: Perceptions

Problem Statement 21: Stronger relationship between parents and school.

Root Cause 21: few opportunities to build positive relationship

Problem Statement 21 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 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
- Student failure and/or retention rates
- 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.
- STEM/STEAM data
- 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
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

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 76% to 81% by May 2022.





Increase the percentage of African American students from 71% to 81% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: College board website data for TABS

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.</p> <p>Strategy's Expected Result/Impact: Remediate students who are not performing at a passing level Provide acceleration opportunities.</p> <p>Staff Responsible for Monitoring: Instructional Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 5, 7, 10</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: We need more time for targeted support of at-risk students Root Cause: teachers are busy supervising students who do not need help</p>
<p>Problem Statement 3: Students need during the day and after school tutoring time as a support to diverse population Root Cause: Teacher time during the day is largely occupied and students need incentives to stay after school</p>

Student Learning

Problem Statement 1: Students need continued support in order to perform high academically. **Root Cause:** Direct instruction is not sufficient in length to meet curricular needs for all students.

Problem Statement 3: More students failed to keep up with work load. Need support to succeed in high academic classes and heavy workload. **Root Cause:** teacher strategies to meet one-on -one with students was not successful with all students.

Problem Statement 5: we need to provide summer classes for remediation **Root Cause:** multiple classes simultaneously has potential for less success than limited classes

Problem Statement 7: Need systemic intervention for low performing students in all contents. Continue to provide acceleration with voluntary AP tutoring and college enrichment courses. Work with departments using real time data to provide tutoring, remediation, and acceleration. Plans may include after school, advisory, weekend, virtual, and embedded tutoring. **Root Cause:** intervention is not systemic

Problem Statement 10: need to improve remediation instruction of students who fell behind in pandemic, at-risk students. PD, Team and Individual Learning, and Processing time. **Root Cause:** lack of training and PD related to pandemic and at-risk

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 54% to 59% by May 2022.

Increase the percentage of African American and LEP from 29/28% to 34/33% by May 2022.


Targeted or ESF High Priority


HB3 Goal


Evaluation Data Sources: *STAAR EOC by Student Group as of 0531 - ADQ document


*STAAR & STAAR Alt EOC 2021 Rollup Roster as of 0609 - ADQ document

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.</p> <p>Strategy's Expected Result/Impact: Remediate students who are not performing at a passing level Provide acceleration opportunities.</p> <p>Staff Responsible for Monitoring: Instructional Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 5, 7, 10</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: We need more time for targeted support of at-risk students Root Cause: teachers are busy supervising students who do not need help</p>
<p>Problem Statement 3: Students need during the day and after school tutoring time as a support to diverse population Root Cause: Teacher time during the day is largely occupied and students need incentives to stay after school</p>
Student Learning
<p>Problem Statement 1: Students need continued support in order to perform high academically. Root Cause: Direct instruction is not sufficient in length to meet curricular needs for all students.</p>

Student Learning

Problem Statement 3: More students failed to keep up with work load. Need support to succeed in high academic classes and heavy workload. **Root Cause:** teacher strategies to meet one-on -one with students was not successful with all students.

Problem Statement 5: we need to provide summer classes for remediation **Root Cause:** multiple classes simultaneously has potential for less success than limited classes

Problem Statement 7: Need systemic intervention for low performing students in all contents. Continue to provide acceleration with voluntary AP tutoring and college enrichment courses. Work with departments using real time data to provide tutoring, remediation, and acceleration. Plans may include after school, advisory, weekend, virtual, and embedded tutoring. **Root Cause:** intervention is not systemic

Problem Statement 10: need to improve remediation instruction of students who fell behind in pandemic, at-risk students. PD, Team and Individual Learning, and Processing time. **Root Cause:** lack of training and PD related to pandemic and at-risk

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 74 % to 84% by May 2022.

Increase the percentage of Hispanic and LEP from 66/60% to 71/65% by May 2022.





Increase the percentage of previous year's African American students from English 1 to English 2. 29% meets in English 1 to 93% Meets in English 2 (matching 2021 AA testers).

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: *STAAR EOC by Student Group as of 0531 - ADQ document

*STAAR & STAAR Alt EOC 2021 Rollup Roster as of 0609 - ADQ document

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.</p> <p>Strategy's Expected Result/Impact: Remediate students who are not performing at a passing level Provide acceleration opportunities.</p> <p>Staff Responsible for Monitoring: Instructional Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 5, 7, 10</p>	Formative			Summative
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Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: We need more time for targeted support of at-risk students Root Cause: teachers are busy supervising students who do not need help</p> <p>Problem Statement 3: Students need during the day and after school tutoring time as a support to diverse population Root Cause: Teacher time during the day is largely occupied and students need incentives to stay after school</p>

Student Learning

Problem Statement 1: Students need continued support in order to perform high academically. **Root Cause:** Direct instruction is not sufficient in length to meet curricular needs for all students.

Problem Statement 3: More students failed to keep up with work load. Need support to succeed in high academic classes and heavy workload. **Root Cause:** teacher strategies to meet one-on -one with students was not successful with all students.

Problem Statement 5: we need to provide summer classes for remediation **Root Cause:** multiple classes simultaneously has potential for less success than limited classes

Problem Statement 7: Need systemic intervention for low performing students in all contents. Continue to provide acceleration with voluntary AP tutoring and college enrichment courses. Work with departments using real time data to provide tutoring, remediation, and acceleration. Plans may include after school, advisory, weekend, virtual, and embedded tutoring. **Root Cause:** intervention is not systemic

Problem Statement 10: need to improve remediation instruction of students who fell behind in pandemic, at-risk students. PD, Team and Individual Learning, and Processing time. **Root Cause:** lack of training and PD related to pandemic and at-risk

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 39% to 44% 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 29% to 44% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: College board website data for TABS
Data breakdown "CCMRreport with PSAT ACT grades 9 10 11 12 6.10.21"

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.</p> <p>Strategy's Expected Result/Impact: Remediate students who are not performing at a passing level Provide acceleration opportunities.</p> <p>Staff Responsible for Monitoring: Instructional Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 5, 7, 10</p>	Formative			Summative
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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 21% to 26% by May 2022.





African American students make the highest percentage at the approaches level at 75% but the lowest subset at the Meets at 13 %. Increase from 13% to 17% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: *STAAR EOC by Student Group as of 0531 - ADQ document

*STAAR & STAAR Alt EOC 2021 Rollup Roster as of 0609 - ADQ document

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.</p> <p>Strategy's Expected Result/Impact: Remediate students who are not performing at a passing level Provide acceleration opportunities.</p> <p>Staff Responsible for Monitoring: Instructional Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 5, 7, 10</p>	Formative			Summative
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: We need more time for targeted support of at-risk students Root Cause: teachers are busy supervising students who do not need help</p> <p>Problem Statement 3: Students need during the day and after school tutoring time as a support to diverse population Root Cause: Teacher time during the day is largely occupied and students need incentives to stay after school</p>

Student Learning

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Problem Statement 10: need to improve remediation instruction of students who fell behind in pandemic, at-risk students. PD, Team and Individual Learning, and Processing time. **Root Cause:** lack of training and PD related to pandemic and at-risk

Goal 3: CCMR

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

Performance Objective 1: Maintain percentage of Grade 12 students attaining at least one CCMR indicator at 100% by May 2022. Class of 2022 at 98% in 11th grade with no previously underserved subgroup disparity.

Targeted or ESF High Priority





HB3 Goal

Evaluation Data Sources: *CCMR Roster 05252021 Juniors - ADQ document

*CCMR Roster 05252021 Seniors - ADQ document

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation, advancement, wellness, or SEL.</p> <p>Strategy's Expected Result/Impact: Remediate students who are not performing at a passing level Provide acceleration opportunities.</p> <p>Staff Responsible for Monitoring: Instructional Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 5, 7, 10</p> <p>Funding Sources: Travel for students - buses for tutoring - Title I (211) - 211-11-6412-04E-082-30-510-000000-22F10 - \$20,885, Supplies and materials for instruction - SCE (199 PIC 24) - 199-11-6399-001-082-24-243-000000- - \$1,904, Student Snacks and Incentives - Title I (211) - 211-11-6499-04E-082-30-510-000000-22F10 - \$5,500, Extra Duty Pay for teachers - Title I (211) - 211-11-6116-04E-082-30-510-000000-22F10 - \$11,040, Supplies and materials for instruction - Title I (211) - 211-11-6399-04E-082-30-510-000000-22F10 - \$5,000, Subs for supplemental instruction - Title I (211) - 211-11-6112-04E-082-30-510-000000-22F10 - \$3,000, Tutors with degree - Title I (211) - 211-11-6117-04E-082-30-510-000000-22F10 - \$1,080</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase teacher effectiveness and wellness to improve student outcomes</p> <p>Strategy's Expected Result/Impact: teacher preparedness leads to increased students outcomes including EOC scores, PSAT, ACT, Success in college courses, and increase in number of students certifications</p> <p>Staff Responsible for Monitoring: Instructional Leadership, Department Chairs</p> <p>Title I Schoolwide Elements: 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading materials for professional development - Title I (211) - 211-13-6329-04E-082-30-510-000000-22F10 - \$650, Subs for professional development - Title I (211) - 211-11-6112-OPD-082-30-510-000000-22F10 - \$1,000, supplies and materials for faculty/staff wellness - Title I (211) - 211-13-6399-04E-082-30-510-000000-22F10 - \$600, PD and wellness for Teachers - Title I (211) - 211-13-6499-04E-082-30-510-000000-22F10 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase effectiveness of support staff and leadership</p> <p>Strategy's Expected Result/Impact: Improved effectiveness creates greater teacher support leading to improved student outcomes and operational best practices</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, student support services</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 7, 11 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3</p> <p>Funding Sources: PD Principal and AP - Title I (211) - 211-23-6499-04E-082-30-510-000000-22F10 - \$2,400, PD for Counselors - Title I (211) - 211-31-6499-04E-082-30-510-000000-22F10 - \$1,800</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Effective use of technology to support all students -Identify, secure, and/or purchase technology to improve student success</p> <p>Strategy's Expected Result/Impact: Improve learning outcomes through use of highly effective technologies and prepared all student to enter ever changing digital workspace.</p> <p>Staff Responsible for Monitoring: Pricipal</p> <p>Title I Schoolwide Elements: 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, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Technology and equipment - Title I (211) - 211-11-6396-04E-082-30-510-000000-22F10 - \$2,016</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Use college visits to motivate student achievement in college readiness measures</p> <p>Strategy's Expected Result/Impact: Create/reinforce college going culture</p> <p>Staff Responsible for Monitoring: College and Career coach, principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Travel for students - college visits - Title I (211) - 211-11-6412-04E-082-30-510-000000-22F10 - \$5,445</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: We need more time for targeted support of at-risk students Root Cause: teachers are busy supervising students who do not need help</p>
<p>Problem Statement 3: Students need during the day and after school tutoring time as a support to diverse population Root Cause: Teacher time during the day is largely occupied and students need incentives to stay after school</p>
Student Learning
<p>Problem Statement 1: Students need continued support in order to perform high academically. Root Cause: Direct instruction is not sufficient in length to meet curricular needs for all students.</p>

Student Learning

Problem Statement 3: More students failed to keep up with work load. Need support to succeed in high academic classes and heavy workload. **Root Cause:** teacher strategies to meet one-on-one with students was not successful with all students.

Problem Statement 5: we need to provide summer classes for remediation **Root Cause:** multiple classes simultaneously has potential for less success than limited classes

Problem Statement 6: Failure rate for 9-11th grade high school science greater than 20% fall 2020 semester. Credit recovery ongoing Spring 2021. **Root Cause:** science department needs improved scaffolding practices that allow students to meet TABS standards in lab sciences.

Problem Statement 7: Need systemic intervention for low performing students in all contents. Continue to provide acceleration with voluntary AP tutoring and college enrichment courses. Work with departments using real time data to provide tutoring, remediation, and acceleration. Plans may include after school, advisory, weekend, virtual, and embedded tutoring. **Root Cause:** intervention is not systemic

Problem Statement 10: need to improve remediation instruction of students who fell behind in pandemic, at-risk students. PD, Team and Individual Learning, and Processing time. **Root Cause:** lack of training and PD related to pandemic and at-risk

Problem Statement 11: Need to merge new virtual tools with in-person classroom (assuming students return in-person). PD, Team and Individual Learning, and Processing time. **Root Cause:** lack of plan to train.

School Processes & Programs

Problem Statement 1: Student motivation varies with at-home learning. Not able to contact failing students who are regularly unresponsive. Largely unknown social, emotional, and mental needs. Some students and staff enduring severe trauma. Need improved home support if students continue to learn from home 2021-2022. **Root Cause:** Teacher and staff contact students lacked rigorous structure

Problem Statement 2: Positive school culture is at risk due to majority of students learning from home. Need to improve and reinstate common positive academic and support culture. **Root Cause:** positive engagements were not effectively promoted

Problem Statement 3: Teacher morale overall is low and isolated. Need encouragement, support, and wellness. **Root Cause:** lack of access to each other and corporate supports

Problem Statement 4: We need a closer relationship with partner organizations. **Root Cause:** There was a lack of planning to build these relationships.

Perceptions

Problem Statement 1: Increase in parent communication and involvement needed. No parent led association currently **Root Cause:** need a plan to overcome objections related to building being difficult to navigate. Also lack of structure in parent outreach.

Problem Statement 2: Stronger relationship between parents and school. **Root Cause:** few opportunities to build positive relationship

Problem Statement 3: we need to create a positive 10 year anniversary event and promotion to improve brand recognition in order to provide increased opportunities for students. **Root Cause:** A year of celebration would highlight the positive of TABS

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 89% to 100% by May 2022.

Increase the percentage of ELL from 79% to 100% "On Track"

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Focus 7.11.21

Data:

77 of 86 students are on track to graduate=89%


9 students are at risk and not on track to graduate=11%


Subgroups:


4 out of 9 are EL's


3 out of 9 are at risk and have a guardianship with non-parents

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.</p> <p>Strategy's Expected Result/Impact: Remediate students who are not performing at a passing level Provide acceleration opportunities.</p> <p>Staff Responsible for Monitoring: Instructional Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 5, 7, 10</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: We need more time for targeted support of at-risk students Root Cause: teachers are busy supervising students who do not need help</p>

Demographics

Problem Statement 3: Students need during the day and after school tutoring time as a support to diverse population **Root Cause:** Teacher time during the day is largely occupied and students need incentives to stay after school

Student Learning

Problem Statement 1: Students need continued support in order to perform high academically. **Root Cause:** Direct instruction is not sufficient in length to meet curricular needs for all students.

Problem Statement 3: More students failed to keep up with work load. Need support to succeed in high academic classes and heavy workload. **Root Cause:** teacher strategies to meet one-on -one with students was not successful with all students.

Problem Statement 5: we need to provide summer classes for remediation **Root Cause:** multiple classes simultaneously has potential for less success than limited classes

Problem Statement 7: Need systemic intervention for low performing students in all contents. Continue to provide acceleration with voluntary AP tutoring and college enrichment courses. Work with departments using real time data to provide tutoring, remediation, and acceleration. Plans may include after school, advisory, weekend, virtual, and embedded tutoring. **Root Cause:** intervention is not systemic

Problem Statement 10: need to improve remediation instruction of students who fell behind in pandemic, at-risk students. PD, Team and Individual Learning, and Processing time. **Root Cause:** lack of training and PD related to pandemic and at-risk

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 60% to 100% by May 2022.





Increase the percentage of Hispanic students from 55% to 100% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Focus gradebook grades 6.11.21

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.</p> <p>Strategy's Expected Result/Impact: Remediate students who are not performing at a passing level Provide acceleration opportunities.</p> <p>Staff Responsible for Monitoring: Instructional Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 5, 7, 10</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: We need more time for targeted support of at-risk students Root Cause: teachers are busy supervising students who do not need help</p>
<p>Problem Statement 3: Students need during the day and after school tutoring time as a support to diverse population Root Cause: Teacher time during the day is largely occupied and students need incentives to stay after school</p>
Student Learning
<p>Problem Statement 1: Students need continued support in order to perform high academically. Root Cause: Direct instruction is not sufficient in length to meet curricular needs for all students.</p>

Student Learning

Problem Statement 3: More students failed to keep up with work load. Need support to succeed in high academic classes and heavy workload. **Root Cause:** teacher strategies to meet one-on -one with students was not successful with all students.

Problem Statement 5: we need to provide summer classes for remediation **Root Cause:** multiple classes simultaneously has potential for less success than limited classes

Problem Statement 7: Need systemic intervention for low performing students in all contents. Continue to provide acceleration with voluntary AP tutoring and college enrichment courses. Work with departments using real time data to provide tutoring, remediation, and acceleration. Plans may include after school, advisory, weekend, virtual, and embedded tutoring. **Root Cause:** intervention is not systemic

Problem Statement 10: need to improve remediation instruction of students who fell behind in pandemic, at-risk students. PD, Team and Individual Learning, and Processing time. **Root Cause:** lack of training and PD related to pandemic and at-risk

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 53% to 58% (12th) and 45% to 50% (11th) by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: College Board website

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.</p> <p>Strategy's Expected Result/Impact: Remediate students who are not performing at a passing level Provide acceleration opportunities.</p> <p>Staff Responsible for Monitoring: Instructional Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 5, 7, 10</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: We need more time for targeted support of at-risk students Root Cause: teachers are busy supervising students who do not need help</p>
<p>Problem Statement 3: Students need during the day and after school tutoring time as a support to diverse population Root Cause: Teacher time during the day is largely occupied and students need incentives to stay after school</p>
Student Learning
<p>Problem Statement 1: Students need continued support in order to perform high academically. Root Cause: Direct instruction is not sufficient in length to meet curricular needs for all students.</p>
<p>Problem Statement 3: More students failed to keep up with work load. Need support to succeed in high academic classes and heavy workload. Root Cause: teacher strategies to meet one-on-one with students was not successful with all students.</p>

Student Learning

Problem Statement 5: we need to provide summer classes for remediation **Root Cause:** multiple classes simultaneously has potential for less success than limited classes

Problem Statement 7: Need systemic intervention for low performing students in all contents. Continue to provide acceleration with voluntary AP tutoring and college enrichment courses. Work with departments using real time data to provide tutoring, remediation, and acceleration. Plans may include after school, advisory, weekend, virtual, and embedded tutoring. **Root Cause:** intervention is not systemic

Problem Statement 10: need to improve remediation instruction of students who fell behind in pandemic, at-risk students. PD, Team and Individual Learning, and Processing time. **Root Cause:** lack of training and PD related to pandemic and at-risk

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 12.3 % to 0 % by May 2022.

Decrease the number and percentage of Hispanic from 12.7 % to 0% by May 2022.

(students who are enrolled in the school 30 days or more)

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: FWISD -CIP Companion guide - ADQ document

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 66% to 71% by May 2022.

Increase the positive response by Hispanic students from 65% to 71% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: FWISD -CIP Companion guide - ADQ document
Panorama Survey

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 from 1 to 0 by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Focus, Discipline, Students with referrals
FWISD -CIP Companion guide - ADQ document

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 82% to 87% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: FWISD -CIP Companion guide - ADQ document
Qualtrics

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase parent participation in school events and activities.</p> <p>Strategy's Expected Result/Impact: Create active informal PTA with no less than 30 active members who each attend 2 or more school activities. Increased parent involvement will improve student belonging and academic success</p> <p>Staff Responsible for Monitoring: Principal and Parent and Family Liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies and Materials for Parent Involvement - Title I (211) - 211-61-6399-04L-082-30-510-000000-22F10 - \$450, Parent and Family Liaison - Title I (211) - 211-61-6129-04L-082-30-510-000000-22F10 - \$13,505, Snacks for parent participatioin - Title I (211) - 211-61-6499-04L-082-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher 1	Kathy Elliott	Biology Teacher
Classroom Teacher 2	Jennifer Miller	French/Latin Teacher
Classroom Teacher 3	Lisa Hamiter	Algebra/Geometry Teacher
Classroom Teacher 4	Eva Zagal	Spanish teacher
Professional Non-Teaching Staff	Tammy Asbury	Lead Counselor
Community Representative 2	Sopia Garcia	TCU Professor
Business Representative 1	Rusty Reeves	university partner
Business Representative 2	Scott Robinson	Retired university partner
DERC Representative 1	Jennifer Miller	French/Latin teacher
DERC Representative 2	Marisela Zambrano	Spanish teacher
Additional Representative (optional)	Andy Smith	Assistant Principal
Parent 1	Chris Bojas	Parent
Professional District-Level Staff		
Parent 2	Wallace Bridges	parent
Parent 1		
Parent 3	Nikesha Lester	Parent
Parent 2		
Parent	Michael Dingman	parent
Parent 3		
District-level Professional	Jennifer Akinluyi-Abe	CTE coordinator for FWISD
Community Representative 1		

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	1	1	Travel for students - buses for tutoring	Transportation costs for students	211-11-6412-04E-082-30-510-000000-22F10	\$20,885.00
3	1	1	Student Snacks and Incentives	Snacks or incentives for students	211-11-6499-04E-082-30-510-000000-22F10	\$5,500.00
3	1	1	Extra Duty Pay for teachers	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-082-30-510-000000-22F10	\$11,040.00
3	1	1	Supplies and materials for instruction	Supplies and materials for instructional use	211-11-6399-04E-082-30-510-000000-22F10	\$5,000.00
3	1	1	Subs for supplemental instruction	Subs for supplemental instruction	211-11-6112-04E-082-30-510-000000-22F10	\$3,000.00
3	1	1	Tutors with degree	Tutors with degree or certified	211-11-6117-04E-082-30-510-000000-22F10	\$1,080.00
3	1	2	Reading materials for professional development	Reading materials for professional development	211-13-6329-04E-082-30-510-000000-22F10	\$650.00
3	1	2	Subs for professional development	Subs for professional development	211-11-6112-0PD-082-30-510-000000-22F10	\$1,000.00
3	1	2	supplies and materials for faculty/staff wellness	Supplies and materials for professional development	211-13-6399-04E-082-30-510-000000-22F10	\$600.00
3	1	2	PD and wellness for Teachers	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04E-082-30-510-000000-22F10	\$6,000.00
3	1	3	PD Principal and AP	Virtual registration for Principal and Assistant Principal (PD)	211-23-6499-04E-082-30-510-000000-22F10	\$2,400.00
3	1	3	PD for Counselors	Virtual registration for Counselor (PD)	211-31-6499-04E-082-30-510-000000-22F10	\$1,800.00
3	1	4	Technology and equipment	Technology for instructional use	211-11-6396-04E-082-30-510-000000-22F10	\$2,016.00
3	1	5	Travel for students - college visits	Transportation costs for students	211-11-6412-04E-082-30-510-000000-22F10	\$5,445.00
4	4	1	Supplies and Materials for Parent Involvement	Supplies and materials for parental involvement	211-61-6399-04L-082-30-510-000000-22F10	\$450.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	4	1	Parent and Family Liaison	Family Engagement Specialist	211-61-6129-04L-082-30-510-000000-22F10	\$13,505.00
4	4	1	Snacks for parent participatioin	Snacks for parents to promote participation	211-61-6499-04L-082-30-510-000000-22F10	\$1,000.00
Sub-Total						\$81,371.00
Budgeted Fund Source Amount						\$81,371.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	1	1	Supplies and materials for instruction	Supplies and materials for instructional use	199-11-6399-001-082-24-243-000000-	\$1,904.00
Sub-Total						\$1,904.00
Budgeted Fund Source Amount						\$1,904.00
+/- Difference						\$0.00
Grand Total						\$83,275.00