

Fort Worth Independent School District
011 Trimble Tech High School
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: July 11, 2022

Demographics

Demographics Summary

Trimble Tech High School is a comprehensive high school that is also considered the district main career and technology center. All students are admitted into the school by district application at the end of their 8th grade year. The application process starts in November and goes through February when the district lottery process takes place and selects students into the 19 CTE programs available at Trimble Tech High School. The school is 78% Hispanic, 18% African American and about 4% white /other with a growing Asian population. 92% of our students are identified as economically disadvantaged and so we are considered a Title I campus. In terms of male to female students, the school is still predominately female (56%) to (44%) male.

The staff is made up mostly of caucasian teachers 60% with African American, Hispanic and Asian teachers making up the other 40%.

The school opens its doors every six weeks (Progress Report Nights) so that parents can come to the school and communicate with their students' teachers and administrators. We try to engage as many parents as possible to come to the school and meet teachers, meet the administrative team and the counselors in order to become true partners in the educational process of the students. Since Covid, parental attendance to progress report nights is down to about 10%. We have tried to draw more attendance by requiring students who participate in UIL activities to bring their parents to discuss pass / failure rates and to work toward grow and progress. We have also discussed showcasing CTE programs in order to draw more parents to come and see their students CTE work, activities and projects.

Demographics Strengths

The demographics of the school is one of our greatest strength. The diversity of the school creates a very interesting school culture where students seek out the assistance of many of their CTE teachers in order to start preparing for a career in their chosen CTE programs. About 95% to 98% of our students complete their four year CTE progression plan of study. But only about 65% to 75% of the students earn a CTE certification or license. This needs to improve in order to meet new CCMR indicator mandate of the state accountability. Trimble Tech has historically met CCMR indicators through On-Ramps (Dual Enrollment program with UT Austin), Dual Credit program with TCC, SAT, ACT and PSAT passing rates. A few students earn mastery level passing scores in ELA and Math but at a very limited number. This number needs to grow as well.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): About 41% of our Hispanic student population are ELL students whose academic language development is limited and needs to be improved in order for these students to meet expectations in all tested areas (EOC, PSAT, ACT, SAT and achieve Advance High on TELPAS). **Root Cause:** ELL students lack appropriate language and communication skills needed to meet the expectations of state and national assessments.

Problem Statement 2 (Prioritized): African American students have historically underperformed or have performed behind Hispanic students by 5 to 10 points in all tested areas especially in Math (EOC, PSAT, ACT and SAT). **Root Cause:** African American students have skill gaps in basic math concepts that need to be addressed before high school math

curriculum can be mastered.

Student Learning

Student Learning Summary

Our students are performing well but not at exemplary standards. The school is still recovering from Covid after shock and one of the biggest challenge to student learning is student apathy. Prior to Covid, Trimble Tech High School always listed as one of its six goals Matriculation Rate. Prior to Covid, our matriculation rate was always above 95% campus-wide. We strived to keep the cohorts

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Trimble Tech's ELL population is about 40% of the overall student population and 5% of our student population is coded as special education. The learning needs of these two student groups need to be addressed in all learning plans and structures in order to maintain the state accountability measures. **Root Cause:** 98% of our ELL students are considered long-term ELL or (EB) students. They have ever met exit standards on TELPAS. The 5% coded as special education have trouble passing 100% of the EOC exit tests and need extra assistance.

Problem Statement 2 (Prioritized): The reading level of all students needs to be addressed in the coming years in order to help students meet annual growth measures in all areas. This also applies to writing, speaking and listening. **Root Cause:** Interrupted schooling affected the overall academic language development of all students in all core areas and especially the CTE jargon driven programs.

Problem Statement 3 (Prioritized): CCMR indicators (new to the accountability system) will have to be monitored closely by all administrators and the SST. Students graduating with a CCMR indicator (SAT, ACT, AP, On-Ramps, Dual Credit and IBC) will be an on-going discussion with SST, administrators and teachers. **Root Cause:** SST and administrators were historically just making sure that the students in all cohorts were matriculating and graduation, now the students need to graduate with a CCMR indicator. District goal is 48% by 2023, Tech's goal is 60% by 2023.

Priority Problem Statements

Problem Statement 1: About 41% of our Hispanic student population are ELL students whose academic language development is limited and needs to be improved in order for these students to meet expectations in all tested areas (EOC, PSAT, ACT, SAT and achieve Advance High on TELPAS).

Root Cause 1: ELL students lack appropriate language and communication skills needed to meet the expectations of state and national assessments.

Problem Statement 1 Areas: Demographics

Problem Statement 3: Trimble Tech's ELL population is about 40% of the overall student population and 5% of our student population is coded as special education. The learning needs of these two student groups need to be addressed in all learning plans and structures in order to maintain the state accountability measures.

Root Cause 3: 98% of our ELL students are considered long-term ELL or (EB) students. They have ever met exit standards on TELPAS. The 5% coded as special education have trouble passing 100% of the EOC exit tests and need extra assistance.

Problem Statement 3 Areas: Student Learning

Problem Statement 6: Freshman Success Initiative - Continue to team all 9th grade students to help "bridge" the transition to high school and to assist 100% of all freshmen to earn 6 or more credits to matriculate to the next grade level.

Root Cause 6: Freshman transition to high school and freshman success depends on creating the right relationships among students and teachers, pushing student engagement and understanding how high school works.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 2: African American students have historically underperformed or have performed behind Hispanic students by 5 to 10 points in all tested areas especially in Math (EOC, PSAT, ACT and SAT).

Root Cause 2: African American students have skill gaps in basic math concepts that need to be addressed before high school math curriculum can be mastered.

Problem Statement 2 Areas: Demographics

Problem Statement 4: The reading level of all students needs to be addressed in the coming years in order to help students meet annual growth measures in all areas. This also applies to writing, speaking and listening.

Root Cause 4: Interrupted schooling affected the overall academic language development of all students in all core areas and especially the CTE jargon driven programs.

Problem Statement 4 Areas: Student Learning

Problem Statement 7: Grade matriculation at all grade levels is important if CCMR indicators are to be met by the students and the school. Historically, prior to Covid-19, Tech High School had a 95% matriculation rate at all grade levels.

Root Cause 7: Since the start of the pandemic, student apathy is a growing concern among teachers and staff. 10% of our students do not matriculate with their cohort at any given year due to attendance issues, grades and lack of motivation.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 9: Attendance rates have historically been high at Trimble Tech High School. Prior to Covid shutdown and to the 2020-2021 school year and to this past 2021-2022 school year, TTHS averaged attendance was 95% or better. Since covid and these past two years, attendance rates have been at 91% to 92%.

Root Cause 9: As stated under the social and emotional learning of students problem statement, attendance has been impacted by the high SEL needs of our families and students.

Problem Statement 9 Areas: Perceptions

Problem Statement 5: CCMR indicators (new to the accountability system) will have to be monitored closely by all administrators and the SST. Students graduating with a CCMR indicator (SAT, ACT, AP, On-Ramps, Dual Credit and IBC) will be an on-going discussion with SST, administrators and teachers.

Root Cause 5: SST and administrators were historically just making sure that the students in all cohorts were matriculating and graduation, now the students need to graduate with a CCMR indicator. District goal is 48% by 2023, Tech's goal is 60% by 2023.

Problem Statement 5 Areas: Student Learning

Problem Statement 8: Parent engagement needs to be addressed because only about 10% of the parents attend any parent engagement activities during the school year. There is no parent group at the present time nor since the start of the pandemic.

Root Cause 8: There are several causes that result in low parent engagement: home language or communication barrier, transportation and student apathy toward parents coming to the school.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Local benchmark or common assessments data

Student Data: Student Groups

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

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
- Capacity and resources data
- Budgets/entitlements and expenditures data

District Goals

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

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 33.9% to 40% by May 2023.

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 34% to 40% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: PSAT Fall administration data - October 2022
STAAR Benchmark data - October 2022

Strategy 1: Hire additional ELA teacher who is ESL certified to work with all ELA teachers on ELL strategies, reading comprehensive strategies and writing strategies. This teacher would also do student pull-outs and would work with the data / testing coordinator on LPAC duties.

Strategy's Expected Result/Impact: Plan and implement a well structured reading and writing plan to meet the needs of all students especially our ELL (EB).

Staff Responsible for Monitoring: Assistant Principal over ELA department and Data Analyst and testing coordinator











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 5: Effective Instruction

- Targeted Support Strategy

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Action Step 1: Hire an additional ELA / ESL certified teacher to teach additional ELA sections and to provide assistance to ELA and core area teachers with ELL and EB strategies that will improve reading, writing, speaking and listening skills in the content areas. All TELPAS testing skills.</p> <p>Intended Audience: ELA and all core area teachers who teach ELL or EB students, Date(s) / Timeframe: August 2022 - June 2023 Provider / Presenter / Person Responsible: Campus Principal Collaborating Departments: All core area department teachers Delivery Method: Direct assistance and also provide pull out skill development to the students directly.</p> <p>Funding Sources: Teaching supplies and PD supplies - Title I (211) - 211-11-6119-04N-011-30-510-000000-23F10 - \$67,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  |  |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Library funding to assist with reading and literacy materials to assist all teachers and departments with increasing the reading and writing level of all students.</p> <p>Intended Audience: All students and teachers Date(s) / Timeframe: August 2022 - June 2023 Provider / Presenter / Person Responsible: Campus Principal Collaborating Departments: Librarian and librarian assistant Delivery Method: Direct assistance to teachers and students</p> <p>Funding Sources: Literacy resources, reading materials - Title I (211) - 211-12-6329-04N-011-30-510-000000-23F10 - \$15,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Action Step 3 Details | Reviews | | | |
| <p>Action Step 3: Provide funding to all the core (tested area) department to purchase instructional materials and resources to use in all core area classrooms with all students.</p> <p>Intended Audience: All students Date(s) / Timeframe: August 2022 - June 2023 Provider / Presenter / Person Responsible: Campus Principal and AP's Collaborating Departments: All core area departments Delivery Method: Direct Instructional assistance</p> <p>Funding Sources: Instructional resources and materials for all core / tested areas - Title I (211) - 211-11-6399-04N-011-30-510-000000-23F10 - \$12,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Strategy 2: Provide core area teachers with the opportunity to purchase technology and technology software that will reinforce vocabulary development, writing and reading comprehension.

Strategy's Expected Result/Impact: Technology and Technology software to provide teachers with an additional teaching tool to increase vocabulary development, writing and reading comprehension.

Staff Responsible for Monitoring: Biliteracy Coach
 ELA Department Chairs
 AP or Administrator over ELA

TEA Priorities:

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

- ESF Levels:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Action Step 1: Provide all core areas with technology and technology software that will enhance the instructional program of all core area departments</p> <p>Intended Audience: Core area teachers and students, especially ELL's or EB students in all core area departments.</p> <p>Date(s) / Timeframe: August 2022 - June 2023</p> <p>Provider / Presenter / Person Responsible: Campus Principal</p> <p>Collaborating Departments: All core area departments</p> <p>Delivery Method: Director PD delivery to teachers and direct instruction to students.</p> <p>Funding Sources: Technology and Technology software - Title I (211) - 211-11-6396-04N-011-30-510-000000-23F10 - \$20,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Funding to assist Testing Coordinator / Data Leader and LPAC / TELPAS ELA teacher to buy materials and needed technology for testing such as device chargers, head phones, pencils, and writing paper for student use.</p> <p>Intended Audience: All students especially ELL / EB students</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |

Date(s) / Timeframe: August 2022 - June 2023

Provider / Presenter / Person Responsible: Campus Principal


Collaborating Departments: All core area departments - 9th grade teams

Delivery Method: Direct instructional materials and technology

Funding Sources: Technology equipment, instructional resources - BEA (199 PIC 25) - 199-11-6399-001-011-25-243-000000 - \$5,522

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 34% to 40% by May 2023.

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 33% to 40% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Fall STAAR data
 ELA Assessments through ELA central department

Strategy 1: Create and implement a comprehensive action plan to increase the reading comprehension and writing skills of all students, especially our ELL (EB) students in order for them to pass TELPAS as well as pass the STAAR test. Listening and speaking skills need to be included in this plan as well.

Strategy's Expected Result/Impact: Pass TELPAS and STAAR and exit from ESL program or removed LEP indicator from student's profile.

Staff Responsible for Monitoring: Biliteracy Coach - LPAC Chair
 Data Analyst - Testing Coordinator
 ELA Department Chairs

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: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Action Step 1: Provide ELA and core teachers or departments with substitutes for pull out planning days to create and develop department plans each semester. These pull out dates would be used to review data, create remediation or re-teaching plans,</p> <p>Intended Audience: Teachers of all students in core area subjects Date(s) / Timeframe: August 2022 - June 2023 Provider / Presenter / Person Responsible: Campus Principal Collaborating Departments: All core area departments Delivery Method: Department PLC's and core area department collaboration to develop department plans that will assist teachers in teaching and working with ELL or EB students.</p> <p>Funding Sources: substitutes - Title I (211) - 211-11-6112-0PD-011-30-510-000000-23F10 - \$25,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Action Step 2: Fund core area teachers with general supplies to assist with any tutorial sessions or remediation sessions after school or on Saturdays.</p> <p>Intended Audience: Core area teachers for use with all students</p> <p>Date(s) / Timeframe: August 2022 - June 2023</p> <p>Provider / Presenter / Person Responsible: Campus Principal</p> <p>Collaborating Departments: All Core area departments</p> <p>Delivery Method: Direct assistance with general supplies</p> <p>Funding Sources: General supplies for tutorials - Title I (211) - 211-11-6399-04N-011-30-510-000000-23F10 - \$10,560</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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 48% to 55% by May 2023.

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 44% to 50% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR Benchmark data - October 2022 / February 2023
ELA Assessments through ELA central department

Strategy 1: Create and implement a comprehensive action plan to increase the reading comprehension and writing skills of all students, especially our ELL (EB) students in order for them to pass TELPAS as well as pass the STAAR test. Listening and speaking skills need to be included in this plan as well.

Strategy's Expected Result/Impact: Pass TELPAS and STAAR and exit from ESL program or removed LEP indicator from student's profile.

Staff Responsible for Monitoring: Biliteracy Coach - LPAC Chair
Data Analyst - Testing Coordinator
ELA Department Chairs

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: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

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

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 15% to 25% by May 2023.

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 12 % to 25 % by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Monitor algebra 1 and geometry passing rates during the first semester.
Review the Fall PSAT scores

Strategy 1: Provide pull out opportunities for the math department teachers to meet, plan and implement a comprehensive math department plan to meet the needs of all students.

Strategy's Expected Result/Impact: Create and implement a re-testers plan and countdown material to use during the implementation of the plan.
Create an SAT and ACT prep course to engage all Algebra 2 and Calculus students to prepare them for the SAT and ACT tests in the spring.

Staff Responsible for Monitoring: Math Department Chair and Math teachers
AP or administrator over math department.

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: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

Strategy 2: Continue to use Title 1 funds to hire an additional math teacher for the campus.

Strategy's Expected Result/Impact: Increase the number of math teachers on campus and thus provide more scheduling flexibility for smaller classes and better goal attainment.

Staff Responsible for Monitoring: Principal - oversees the title 1 budget and how it is used every year.





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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Targeted Support Strategy

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Action Step 1: Continue to fund through Title 1 and additional math teacher to teach additional sections of math to our students.</p> <p>Intended Audience: All students in math courses at Trimble Tech High School.</p> <p>Date(s) / Timeframe: August 2022 - June 2023</p> <p>Provider / Presenter / Person Responsible: Campus Principal</p> <p>Collaborating Departments: None</p> <p>Delivery Method: Direct teaching</p> <p>Funding Sources: Teacher - Title I (211) - 211-11-6119-04N-011-30-510-000000-23F10 - \$69,000</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> | | | | |

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 18% to 25% by May 2023. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 16% to 25% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR Fall benchmark data 2022
 February benchmark data 2023
 STAAR countdown assessments Spring 2023

Strategy 1: Create and implement a STAAR remediation plan for all re-testing students during the school year. Create and implement a STAAR EOC countdown plan for all first time testers in the spring 2023.

Strategy's Expected Result/Impact: Increase the passing rate of first time testers from 70% to 80% by May 2023.

Staff Responsible for Monitoring: Algebra 1 Team - Mr. Obregon - Lead Algebra 1 Teacher
 AP or Administrator over Math department

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: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 1: Subs Teacher Pull-Out planning time to create and implement an algebra 1 re-testers remediation and high impact math tutoring Intended Audience: Algebra 1 re-testing students Date(s) / Timeframe: November - December 2022 April 2023 - May 2023 Provider / Presenter / Person Responsible: Campus Principal Collaborating Departments: All core areas Delivery Method: PLC or department pull out planning meeting | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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 3: Increase the Algebra 1 passing rate during the December 2022 STAAR EOC test from 50% to 70%

High Priority

HB3 District Goal

Evaluation Data Sources: Monitor the re-testers class period for attendance and grades during the first semester.

Strategy 1: Create and implement a comprehensive re-testers plan prior to the December 2022 EOC test.

Strategy's Expected Result/Impact: Increase the passing rate of Algebra 1 re-testers in December from 50% to 75%.

Staff Responsible for Monitoring: Algebra 1 Lead Teacher - A. Obregon
Algebra 1 team and math department

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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- **Targeted Support Strategy - Results Driven Accountability**

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

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 65% to 75% by May 2023. 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 50% to 60% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Monitor CCMR data points in ADQ database and continue to work with the CTE teachers on certification testing plan, collaborate with On-Ramps teachers and push TSI testing with Texas College Bridge Program

Strategy 1: Meet with all CTE and with senior ELA and Math department teachers to create plans for all CTE students to prepare and take CTE certification tests by the spring 2023.

Meet with the ELA teacher and Math teacher who will be teaching and leading the Texas Bridge classes and program to prepare seniors to take and pass the TSI in reading and math.

Strategy's Expected Result/Impact: Increase the number or overall percentage of students (seniors) meeting CCMR indicators from 65% to 75% by May 2023.

Staff Responsible for Monitoring: Principal and AP over CTE department - Meeting with all CTE teachers on certification preparation plans and testing schedule. PSST, Texas Bridge consultants, and Go Center representatives and Counselors - meeting with ELA teacher and Math teacher on Texas College Bridge program and curriculum,

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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Strategy 2: Continue to budget under title 1 for a campus based Data Analyst to plan, execute and monitor all state and district testing plans and implementation of those plans.

Strategy's Expected Result/Impact: Continue to have a very well run testing process and procedures to comply with on-line state testing, on-line TELPAS writing samples, etc.





Staff Responsible for Monitoring: Administrator who oversees the title 1 budget

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 1: Continue to fund the data leader / testing coordinator at TTTHS Intended Audience: Campus teachers and students Date(s) / Timeframe: August 2022 - June 2023 Provider / Presenter / Person Responsible: Campus Principal Collaborating Departments: All departments Delivery Method: Direct assistance to all teachers and training Funding Sources: Training and Testing supplies - Title I (211) - 211-13-6119-04N-011-30-510-000000-23F10 - \$90,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| Action Step 2: Hire retired school administrator to assist and mentor with new teachers to the campus by providing instructional feedback, classroom management strategies and overall classroom environment suggestions. Intended Audience: 1st and 2nd year new teachers Date(s) / Timeframe: August 2022 - June 2023 Provider / Presenter / Person Responsible: Campus Principal and Assistant Principals Collaborating Departments: Data Leader, Department Heads and AP's Delivery Method: Direct assistance to all new teachers and second year teachers. Funding Sources: Contractual services - Retired administrator - Title I (211) - 211-11-6299-04N-011-30-510-000000-23F10 - \$15,000 | 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> | | | | |

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

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 91% to 95% by May 2023.

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 70% to 80% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Review all pass / fail rates every six weeks, continue to have at-risk meetings with students and parents on matriculation rate.

Strategy 1: Continue with weekly Freshman Team meetings to discuss attendance, grades and matriculation of ALL freshmen throughout the school year.

Strategy's Expected Result/Impact: Move the matriculation rate of 9th grade students from 91% (2021-2022) school year to 95% or better at the end of May 2023.

Staff Responsible for Monitoring: Freshman Success Coach - Cori Brosius

9th grade AP - Robyn Urbani

9th grade Team Teachers

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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 2: Hire an additional social studies teacher in order to cover all needed 9th grade team social studies positions needed to have complete 9th grade teams.

Strategy's Expected Result/Impact: Meet the expectations of the Freshman Success Initiative which calls for all freshmen to be team in order to increase their matriculation rate and their overall success rate.

Staff Responsible for Monitoring: Principal or administrator who oversees the title 1 budget.

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Action Step 1: Hire the additional social studies teacher to assist with the 9th grade teaming (Freshman Success Initiative).</p> <p>Intended Audience: 9th grade students - to assist with smaller classes and to assist with the matriculation rate of all 9th graders.</p> <p>Date(s) / Timeframe: August 2022 - June 2023</p> <p>Provider / Presenter / Person Responsible: Campus Principal 9th grade team AP</p> <p>Collaborating Departments: All core areas in order to form the three teams needed to implement the Freshman Success Initiative.</p> <p>Delivery Method: Direct instruction and part of the 9th grade team</p> <p>Funding Sources: Teacher - Title I (211) - 211-11-6119-04N-011-30-510-000000-23F10 - \$67,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Continue to fund a Instructional Assistant to work with the 9th grade teams - especially the most at-risk students on the teams.</p> <p>Intended Audience: Most at-risk students on all 9th grade teams</p> <p>Date(s) / Timeframe: August 2022 - June 2023</p> <p>Provider / Presenter / Person Responsible: Campus Principal</p> <p>Collaborating Departments: All core area teachers on 9th grade teams</p> <p>Delivery Method: Direct instructional assistance - especially to the ELA teachers</p> <p>Funding Sources: Instructional Assistant - ELA department - 9th grade teams - Title I (211) - 211-11-6129-04N-011-30-510-000000-23F10 - \$25,000</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> | | | | |

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 86.2% to 95% by May 2023.

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 70% to 80% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Monitor attendance rates all year long so credits are awarded and continue to have at-risk meetings with students and parents all year long concerning grades and credits.

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 or ACT criteria for CCMR from 15 % to 20 % by May 2023.

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 10 % to 15 % by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Monitor the passing rates of PSAT scores 2022

Monitor the use of Edgenuity for ACT and SAT prep in English 3 and Algebra 2 classes.

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 8% % to 1% by May 2023.

High Priority

Evaluation Data Sources: Review Attendance data every six weeks - review with counseling staff and the Stay in School Coordinator

Strategy 1: Attendance Recovery - After school activity to make sure that all students who have passed their classes but do not receive credit due to attendance can recover their attendance and credit by attending attendance recovery.

Strategy's Expected Result/Impact: Assist with the matriculation of all students to the next grade level and especially seniors who need to graduate at the end of the year.

Staff Responsible for Monitoring: Grade level AP's and counselors
Attendance Recovery coordinator - Teacher

TEA Priorities:

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

- **Targeted Support Strategy - Results Driven Accountability**

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 1,590 to 1,000 by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 496 to 200 by May 2023.

High Priority

Evaluation Data Sources: Monitor the number of referrals submitted by campus personnel every six weeks and provide updates to intervention specialists and to counselors.

Strategy 1: Meet with the intervention specialists every two weeks and review referral data with them and the AP's. List behaviors that are being documented on the referrals and discuss possible action steps to reduce the behaviors. Review this same data with counselors. These behaviors will need to be addressed in OCI when the intervention specialists work directly with the OCI students.

Strategy's Expected Result/Impact: Reduce the number of overall campus referrals from the current numbers to 1,000 or less for next school year.

Staff Responsible for Monitoring: Principal and AP's
Intervention Specialists





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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

- Targeted Support Strategy

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Action Step 1: Attendance Recovery - Extra Duty Pay for all teachers who assist with attendance recovery and who also assist with other matriculation activities.</p> <p>Intended Audience: All students in order to meet matriculation rates and CCMR indicators</p> <p>Date(s) / Timeframe: August 2022 - 2023</p> <p>Provider / Presenter / Person Responsible: Campus Principal - Grade level AP's</p> <p>Collaborating Departments: Counseling department and Stay in School Coordinator</p> <p>Delivery Method: Direct after school function</p> <p>Funding Sources: Extra duty pay for teachers who assist with attendance recovery. - Title I (211) - 211-11-6116-04N-011-30-510-000000-23F10 - \$28,000, Extra duty pay for teachers assisting with attendance recovery - SCE (199 PIC 24) - 199-11-6116-001-011-24-243-000000- - \$22,729</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 17 to 5 by May 2023.

Evaluation Data Sources: Monitor infraction data and monitor the repeated number of OSS placement throughout the school year.

Strategy 1: During the same meeting concerning the number of referrals being written by campus staff, also include a discuss on the number of OSS. Come up with plans to reduce the number of OSS placements, especially among AA students.

Strategy's Expected Result/Impact: Reduce the number of OSS placements, especially among AA students on campus.

Staff Responsible for Monitoring: Principal and AP's
Intervention Specialists





TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

- Targeted Support Strategy

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Action Step 1: Review data with AP's and with the counseling department. Make data transparent to all staff during staff / faculty meetings, especially after each six weeks.</p> <p>Intended Audience: Teachers Counselors</p> <p>Date(s) / Timeframe: August 2022 - June 2023</p> <p>Provider / Presenter / Person Responsible: Campus Principal</p> <p>Collaborating Departments: Counseling department Teachers</p> <p>Delivery Method: Direct and transparent data review</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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 from 200 parents to 400 parents by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Attendance and record of parents attending Meet the Teacher and Progress Report Nights

Strategy 1: Review the ways that the campus is advertising Meet the Teacher Night and also the way we advertise Progress Report Nights.

Strategy's Expected Result/Impact: Increase the number of parents in attendance to all parent meeting nights from about 200 to 400 + to every meeting night.

Staff Responsible for Monitoring: Administrative Team
Department Chairs - Department call out or message system.





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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Targeted Support Strategy**

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Action Step 1: Extra duty pay for teachers and support staff who participate in Open Houses and Progress Report Nights. All these parent engagement opportunities should have a targeted focus to get parent into the building. CTE Showcases - Fine Arts showcases - Meet the Coaches Night.</p> <p>Intended Audience: Parents and students Date(s) / Timeframe: September 2022 - May 2023 Provider / Presenter / Person Responsible: Principal Collaborating Departments: Counseling department and teachers Delivery Method: Direct communication with parents and students</p> <p>Funding Sources: Extra duty pay for teachers and support staff. - Title I (211) - 211-61-6116-04L-011-30-510-000000-23F10 - \$10,000, Snacks and Communication methods - flyers and letters sent home to promote the event. - Parent Engagement - 211-61-6499-04L-011-30-510-000000-23F10 - \$7,636.50</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

District Goal 5: 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.

District Goal 6: 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.

District Goal 7: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

District Goal 8: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

State Compensatory

Budget for 011 Trimble Tech High School

Total SCE Funds: \$22,729.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The following items or purchases are done using SCE money: Testing supplies such as paper, pencils, technology chargers, calculators, and head phones for ELL or BE students to use during TELPAS testing.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------|--|------------------|------------|
| Alexandra Hill | Instructional Assistant 1 - English | Title 1 | Full Time |
| Christopher Weaver | Math Teacher | Title 1 | Full Time |
| John Rachels | Social Studies Teacher | Title 1 | Full Time |
| Vacancy | Biliteracy Specialist | Title 1 | Full Time |
| Virginia Dean | Campus Data Leader and Testing Corrdinat | Title 1 Position | Full time |

Campus Funding Summary

| Title I (211) | | | | | | | |
|------------------------------------|------------------------------|----------|-------------|---|---|---|---------------------|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 1 | 1 | Teaching supplies and PD supplies | Title I Teacher | 211-11-6119-04N-011-30-510-000000-23F10 | \$67,000.00 |
| 1 | 1 | 1 | 2 | Literacy resources, reading materials | Reading materials for library use | 211-12-6329-04N-011-30-510-000000-23F10 | \$15,000.00 |
| 1 | 1 | 1 | 3 | Instructional resources and materials for all core / tested areas | Supplies and materials for instructional use | 211-11-6399-04N-011-30-510-000000-23F10 | \$12,000.00 |
| 1 | 1 | 2 | 1 | Technology and Technology software | Technology for instructional use | 211-11-6396-04N-011-30-510-000000-23F10 | \$20,000.00 |
| 1 | 2 | 1 | 1 | substitutes | Subs for professional development | 211-11-6112-0PD-011-30-510-000000-23F10 | \$25,000.00 |
| 1 | 2 | 1 | 2 | General supplies for tutorials | Supplies and materials for instructional use | 211-11-6399-04N-011-30-510-000000-23F10 | \$10,560.00 |
| 2 | 1 | 2 | 1 | Teacher | Title I Teacher | 211-11-6119-04N-011-30-510-000000-23F10 | \$69,000.00 |
| 3 | 1 | 2 | 1 | Training and Testing supplies | Data Analyst | 211-13-6119-04N-011-30-510-000000-23F10 | \$90,000.00 |
| 3 | 1 | 2 | 2 | Contractual services - Retired administrator | Contracted instructional services | 211-11-6299-04N-011-30-510-000000-23F10 | \$15,000.00 |
| 3 | 2 | 2 | 1 | Teacher | Title I Teacher | 211-11-6119-04N-011-30-510-000000-23F10 | \$67,000.00 |
| 3 | 2 | 2 | 2 | Instructional Assistant - ELA department - 9th grade teams | Teacher Assistant | 211-11-6129-04N-011-30-510-000000-23F10 | \$25,000.00 |
| 4 | 2 | 1 | 1 | Extra duty pay for teachers who assist with attendance recovery. | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04N-011-30-510-000000-23F10 | \$28,000.00 |
| 4 | 4 | 1 | 1 | Extra duty pay for teachers and support staff. | Extra duty for family engagement activities after hours | 211-61-6116-04L-011-30-510-000000-23F10 | \$10,000.00 |
| Sub-Total | | | | | | | \$453,560.00 |
| Budgeted Fund Source Amount | | | | | | | \$453,560.00 |
| +/- Difference | | | | | | | \$0.00 |

| SCE (199 PIC 24) | | | | | | | |
|------------------------------------|------------------------------|----------|-------------|---|---|---|--------------|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 2 | 1 | 1 | Extra duty pay for teachers assisting with attendance recovery | Extra duty pay for tutoring after hours (Teacher) | 199-11-6116-001-011-24-243-000000- | \$22,729.00 |
| Sub-Total | | | | | | | \$22,729.00 |
| Budgeted Fund Source Amount | | | | | | | \$22,729.00 |
| +/- Difference | | | | | | | \$0.00 |
| Parent Engagement | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 4 | 1 | 1 | Snacks and Communication methods - flyers and letters sent home to promote the event. | Snacks for Parents to promote participation | 211-61-6499-04L-011-30-510-000000-23F10 | \$7,636.50 |
| Sub-Total | | | | | | | \$7,636.50 |
| Budgeted Fund Source Amount | | | | | | | \$7,636.50 |
| +/- Difference | | | | | | | \$0.00 |
| BEA (199 PIC 25) | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 2 | 2 | Technology equipment, instructional resources | Supplies and materials for instructional use | 199-11-6399-001-011-25-243-000000 | \$5,522.00 |
| Sub-Total | | | | | | | \$5,522.00 |
| Budgeted Fund Source Amount | | | | | | | \$5,522.00 |
| +/- Difference | | | | | | | \$0.00 |
| Grand Total Budgeted | | | | | | | \$489,447.50 |
| Grand Total Spent | | | | | | | \$489,447.50 |
| +/- Difference | | | | | | | \$0.00 |