Fort Worth Independent School District

082 Texas Academy of Biomedical Sciences (TABS)

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Postsecondary Readiness
Mission Statement

Mission statement

The mission of the Texas Academy of Biomedical Sciences is to provide students from the greater Fort Worth area with a rigorous curriculum in an early college environment, to prepare them for the demands of a career in biomedical sciences and to promote experiences associated with those careers.

Vision

Vision

The Texas Academy of Biomedical Sciences is committed to educating students to be successful professionals and valuable members of the Fort Worth community. Students, teachers, parents and administrators are dedicated to working together and creating an environment that encourages curiosity and questioning. Students and teachers challenge one another to push their limits and expand their knowledge. In the classroom, assemblies and extracurricular activities, students are focused on their task, innovative in their thinking, excited to break barriers and driven to achieve their goals. The members of the TABS family are prepared and enthusiastic for each day, take responsibility for their actions and are devoted to being lifelong learners.

Value Statement

Value Statement

Four tenets of TABS

• Language: Through language, we articulate thoughts; we communicate ideas.
• Culture: Through culture, we celebrate our history; we cultivate our traditions.
• Knowledge: We crave knowledge. We seek wisdom; we develop understanding.
• Responsibility: We relish responsibility. We seek to serve; we cherish the opportunity to serve.
# Table of Contents

Comprehensive Needs Assessment 4
  Demographics 4

RELATED ACCOMPLISHMENTS 4

Priority Problem Statements 6

Comprehensive Needs Assessment Data Documentation 10

District Goals 13
  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. 14
  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 19
  District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 23
  District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. 35

Campus Funding Summary 44
Comprehensive Needs Assessment

Demographics

Demographics Summary

The school admits 100 students a year through a lottery system. At TABS, students receive real-world and hands-on instruction in a blended setting that mixes high school and college courses. In every program and classroom, TABS encourages academic rigor and student development in language, culture, knowledge and responsibility. TABS serves a rich and diverse population of students and actively seeks to enroll at-risk student in line with the Texas Education Agency, Early College Blueprint. The makeup of TABS closely mirrors the FWISD school district as a whole. The school includes over 66% Latina(o)s and 71% economically disadvantaged students. TABS has maintained a 100% high school graduation rate as well as 100% College Career and Millitary Readiness rate.

Enrollment profile

Grades 9-12
Total enrollment: 363
Economically disadvantaged: 71.9%
Special Education 1.1%
Race and ethnicity
African-American: 19.4%
Asian: 4.4%
Latino/a/e, nonwhite: 3.8%
Latino/a/e, white: 66.9%
White: 9%

RELATED ACCOMPLISHMENTS
30-plus college hours 100% 99% 96% 91%

Associate of arts  66  57  52  57

Associate of science  22  30  13  19

- College readiness exam results

Advanced Placement

In 2022, students took a total of 202 A.P. exams in nine courses. Of those exams, 31 percent scored a 3 or higher.

Points of pride

- 2020 National Blue Ribbon School
- 2022 TEA accountability rating: 91 percent
- State distinctions in science, mathematics and postsecondary readiness
- Ranked No. 44 among Texas high schools and No. 258 in the nation by U.S. News & World Report

Class of 2022

- Graduation rate: 100 percent
Demographics Strengths

TABS’ students are part of a small program that is made up of largely first-generation and at-risk students, as well as those of low socioeconomic status. They can earn associate of arts or associate of science degrees. Student enrollment at Texas Academy of Biomedical Sciences, Early College High School (TABS) closely resembles the racial/Ethnic makeup of Fort Worth Independent school District as a whole with a large Hispanic and economically disadvantaged population. All students have an opportunity to succeed with the class of 2022 at 100% graduation rate, 93% TSI met, 91% of students earning 30 or more college credits.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase of 11% in EB students (5% to 16%) needing English language support Root Cause: greater LEP (now Emergent Bilingual "EB") enrollment and fewer LEP dismissals due to pandemic

Problem Statement 2 (Prioritized): 12th grade African American high school science had 45% drop in passing rate compared to 11% drop in all students since fall 2019 Root Cause: Challenging home support, lack of interest, and lack of emotional regulation

Problem Statement 3 (Prioritized): Attendance is down 6% fall 2021 compared to fall 2019 (with greatest decrease in hispanic population). Students who are absent miss instruction Root Cause: pandemic and loose standards of attendance

Problem Statement 4 (Prioritized): students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. Root Cause: Tier 1 instruction is insufficient for some learning gaps

Problem Statement 5 (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 8**: Increase of 11% in EB students (5% to 16%) needing English language support  
**Root Cause 8**: greater LEP (now Emergent Bilingual "EB") enrollment and fewer LEP dismissals due to pandemic  
**Problem Statement 8 Areas**: Demographics - Student Learning

**Problem Statement 1**: students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students.  
**Root Cause 1**: Tier 1 instruction is insufficient for some learning gaps  
**Problem Statement 1 Areas**: Student Learning

**Problem Statement 4**: Not all advisory classes are successful as a tool to improve student's academic and life success  
**Root Cause 4**: lack of collective efficacy and belief in the plan  
**Problem Statement 4 Areas**: School Processes & Programs

**Problem Statement 7**: The fall Panorama SEL survey reveals that only 54% of students feel there is strong social connection between teachers and student within and beyond the classroom (down 16%)  
**Root Cause 7**: physical barriers like partitions and masks  
**Problem Statement 7 Areas**: Perceptions

**Problem Statement 6**: 12th grade African American high school science had 45% drop in passing rate compared to 11% drop in all students since fall 2019  
**Root Cause 6**: Challenging home support, lack of interest, and lack of emotional regulation  
**Problem Statement 6 Areas**: Demographics - Student Learning

**Problem Statement 2**: 10th graders who meet the English TSIA dropped 35% since fall 2019  
**Root Cause 2**: Pandemic and more rigorous TSIA 2.0 test caused a learning gap  
**Problem Statement 2 Areas**: Student Learning

**Problem Statement 19**: halls and greater campus are not well monitored during the school day  
**Root Cause 19**: staff devoted time is limited  
**Problem Statement 19 Areas**: School Processes & Programs

**Problem Statement 9**: The fall Panorama SEL survey reveals that students feel that they and others have less emotional regulation than last year (down 8%)  
**Root Cause 9**: need regulation practice
Problem Statement 9 Areas: Perceptions

Problem Statement 12: Attendance is down 6% fall 2021 compared to fall 2019 (with greatest decrease in hispanic population). Students who are absent miss instruction
Root Cause 12: pandemic and loose standards of attendance
Problem Statement 12 Areas: Demographics - Student Learning

Problem Statement 3: 10th graders who meet the Math TSIA standard dropped 37% since fall 2019
Root Cause 3: Pandemic and more rigorous TSIA 2.0 test caused a learning gap
Problem Statement 3 Areas: Student Learning

Problem Statement 20: Need to maintain positive school culture
Root Cause 20: Teacher isolation continues after virtual instruction from pandemic
Problem Statement 20 Areas: School Processes & Programs

Problem Statement 22: The fall Panorama SEL survey reveals that students feel less positive about social awareness than last year (down 7%)
Root Cause 22: limited social opportunities
Problem Statement 22 Areas: Perceptions

Problem Statement 13: students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students.
Root Cause 13: Tier 1 instruction is insufficient for some learning gaps
Problem Statement 13 Areas: Demographics - Student Learning

Problem Statement 5: 12 grade high school science passing rates dropped by 11% (100% to 89.1%) in all students compared to fall 2019
Root Cause 5: Learning and motivation gap after pandemic
Problem Statement 5 Areas: Student Learning

Problem Statement 21: Teacher morale has improved but still needs ongoing support, encouragement, and wellness.
Root Cause 21: teacher stress
Problem Statement 21 Areas: School Processes & Programs

Problem Statement 23: The fall Panorama SEL survey reveals that students feel less positive about diversity and fairness than last year (down 7%)
Root Cause 23: limited fall opportunities to interact with other students
Problem Statement 23 Areas: Perceptions
Problem Statement 14: Students need during the day and after school tutoring time as a support to diverse population
Root Cause 14: Teacher time during the day is largely occupied and students need incentives to stay after school
Problem Statement 14 Areas: Demographics - Student Learning

Problem Statement 11: Only 75% of students made Approaches Grade level on the March 2022 Algebra 1 benchmark. This is similar to the percentage in February of 2020 but this year we have 49 Algebra 1 students instead of 25.
Root Cause 11: learning gap not remediated even with tutoring and second class
Problem Statement 11 Areas: Student Learning

Problem Statement 17: Parent engagement is low
Root Cause 17: Need to actively recruit engagement in school events and activities
Problem Statement 17 Areas: School Processes & Programs

Problem Statement 10: The fall Panorama Teacher survey reveals that teachers feel less quality feedback on teaching than previous year (down 3%) (57-54%)
Root Cause 10: less administrator visits with feedback and change in staff
Problem Statement 10 Areas: Perceptions

Problem Statement 26: Only 24% of students met standard on Alg 1 EOC in May 2022 (down from 50% in 2019 but up from 21% in 2021)
Root Cause 26: learning loss from pandemic
Problem Statement 26 Areas: Student Learning

Problem Statement 24: The fall Panorama Teacher survey reveals that teachers feel less supported by leadership than last year(down 2%) (87to85%)
Root Cause 24: less support during classroom challenges
Problem Statement 24 Areas: Perceptions

Problem Statement 25: Increase in parent communication and involvement needed. No parent led association currently
Root Cause 25: Improvements are evident but parents not as effectively engaged as they could be
Problem Statement 25 Areas: Perceptions

Problem Statement 15: we continue to need improvement in partner support for events and experiences in careers and post secondary. TCC support is strong.
Root Cause 15: We need to ensure partner support from existing partners and enlist support from new partners after pandemic limits are lifted
Problem Statement 15 Areas: Student Learning

Problem Statement 16: Need improved tier 1 and remediation instructional strategies
Root Cause 16: lack of training
Problem Statement 16 Areas: Student Learning

Problem Statement 18: students need access to up to date technology
Root Cause 18: Technology becomes out of date or is replaced by new technology
Problem Statement 18 Areas: Student Learning
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

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

**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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

**Student Data: Behavior and Other Indicators**
- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- T-TESS 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
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 65.2% in 2019-2020 to 70% by May 2023.
Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60.6% to 70% by May 2023.

- **High Priority**
- **HB3 District Goal**
- **Evaluation Data Sources:** college board website data for TABS

**Strategy 1:** Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.

- **Strategy's Expected Result/Impact:** Increased number of students who meet grade level benchmark
- **Staff Responsible for Monitoring:** Instructional Leadership

**TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1 - Student Learning 1, 2, 12 - School Processes & Programs 1
### Action Step 1 Details

**Remediate students who are not performing at a passing level**

**Provide acceleration opportunities**

**Intended Audience:** 9/10th grade students

**Date(s) / Timeframe:** August 15 - May 25

**Provider / Presenter / Person Responsible:** Leadership and Post Secondary Specialist

**Collaborating Departments:** English

**Delivery Method:** on-site or virtual

### Reviews

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Increase of 11% in EB students (5% to 16%) needing English language support **Root Cause:** greater LEP (now Emergent Bilingual "EB") enrollment and fewer LEP dismissals due to pandemic

#### Student Learning

**Problem Statement 1:** students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

**Problem Statement 2:** 10th graders who meet the English TSIA dropped 35% since fall 2019 **Root Cause:** Pandemic and more rigorous TSIA 2.0 test caused a learning gap

#### School Processes & Programs

**Problem Statement 1:** Not all advisory classes are successful as a tool to improve student's academic and life success **Root Cause:** lack of collective efficacy and belief in the plan
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 76.4 to 81% by May 2023.
Increase the percentage of LEP students from 71.4% to 76% by May 2023.

High Priority
HB3 District Goal

Evaluation Data Sources: STAAR EOC by Student Group
STAAR & STAAR Alt EOC 2021 Rollup Roster

Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.

Strategy's Expected Result/Impact: Increased number of students meeting standard of English 1 EOC

Staff Responsible for Monitoring: English Teachers and Leadership

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
  - Targeted Support Strategy - Additional Targeted Support Strategy

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

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Remediate students who are not performing at a passing level</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Nov</td>
</tr>
</tbody>
</table>
Provide acceleration opportunities

**Intended Audience:** 9th Grade English students
**Date(s) / Timeframe:** August 15- April 10
**Provider / Presenter / Person Responsible:** English teachers and leadership
**Collaborating Departments:** English
**Delivery Method:** on-site

---

**School Performance Objective 2 Problem Statements:**

#### Student Learning

<table>
<thead>
<tr>
<th>Problem Statement 1</th>
<th>Root Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students.</td>
<td>Tier 1 instruction is insufficient for some learning gaps</td>
</tr>
<tr>
<td>Problem Statement 2</td>
<td>Root Cause</td>
</tr>
<tr>
<td>10th graders who meet the English TSIA dropped 35% since fall 2019</td>
<td>Pandemic and more rigorous TSIA 2.0 test caused a learning gap</td>
</tr>
</tbody>
</table>

#### School Processes & Programs

<table>
<thead>
<tr>
<th>Problem Statement 1</th>
<th>Root Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not all advisory classes are successful as a tool to improve student's academic and life success</td>
<td>lack of collective efficacy and belief in the plan</td>
</tr>
</tbody>
</table>
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 83.5 to 88% by May 2023. Increase the percentage of LEP from 65% to 70% by May 2023. Increase the percentage of African American students or the from 69.2% to 74% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR EOC by Student Group
STAAR & STAAR Alt EOC 2023 Rollup Roster

Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.

Strategy's Expected Result/Impact: Improved English 2 EOC scores and the "Meets" level

Staff Responsible for Monitoring: English Teachers and leadership

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Demographics 4, 5 - Student Learning 1, 2, 13, 14

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Remediate students who are not performing at a passing level</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Nov</td>
</tr>
</tbody>
</table>
Provide acceleration opportunities.

**Intended Audience:** 9th and 10th grade students in English 2 or who have failed English 2

**Date(s) / Timeframe:** August 15 - April 10th

**Provider / Presenter / Person Responsible:** English Teachers and leadership

**Collaborating Departments:** English

**Delivery Method:** on-site

---

### School Performance Objective 3 Problem Statements:

<table>
<thead>
<tr>
<th>Demographics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 4:</strong> students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. <strong>Root Cause:</strong> Tier 1 instruction is insufficient for some learning gaps</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statement 5:</strong> Students need during the day and after school tutoring time as a support to diverse population <strong>Root Cause:</strong> Teacher time during the day is largely occupied and students need incentives to stay after school</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. <strong>Root Cause:</strong> Tier 1 instruction is insufficient for some learning gaps</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statement 2:</strong> 10th graders who meet the English TSIA dropped 35% since fall 2019 <strong>Root Cause:</strong> Pandemic and more rigorous TSIA 2.0 test caused a learning gap</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statement 13:</strong> students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. <strong>Root Cause:</strong> Tier 1 instruction is insufficient for some learning gaps</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statement 14:</strong> Students need during the day and after school tutoring time as a support to diverse population <strong>Root Cause:</strong> Teacher time during the day is largely occupied and students need incentives to stay after school</td>
<td></td>
</tr>
</tbody>
</table>
**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 37% to 42% by May 2023.
Increase the percentage of African American students from 33.3% to 42% by May 2023.

- **High Priority**

- **HB3 District Goal**

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

**Strategy 1:** Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.

- **Strategy's Expected Result/Impact:** Increased number of students who meet grade level benchmark

- **Staff Responsible for Monitoring:** Math teachers and Instructional leadership

**TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Demographics 4, 5 - Student Learning 1, 5, 13, 14
### Action Step 1 Details

**Action Step 1:** Remediate students who are not performing at a passing level

Provide acceleration opportunities.

- **Intended Audience:** 9th and 10th grade students
- **Date(s) / Timeframe:** August 15 - May 25
- **Provider / Presenter / Person Responsible:** Math teachers and leadership
- **Collaborating Departments:** Math
- **Delivery Method:** on-site

<table>
<thead>
<tr>
<th>Reviews</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
</tr>
</tbody>
</table>

| |  |  |  |
| |  |  |  |
| |  |  |  |
| |  |  |  |

### School Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 4:** students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

**Problem Statement 5:** 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 additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

**Problem Statement 5:** Only 75% of students made Approaches Grade level on the March 2022 Algebra 1 benchmark. This is similar to the percentage in February of 2020 but this year we have 49 Algebra 1 students instead of 25. **Root Cause:** learning gap not remediated even with tutoring and second class

**Problem Statement 13:** students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

**Problem Statement 14:** 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
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 29% to 34% by May 2023. And the percentage of African American students from 28% to 34% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR EOC by Student Group
STAAR & STAAR Alt EOC 2021 Rollup Roster

Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.

Strategy's Expected Result/Impact: increase number of students at meets for STAAR Algebra 1

Staff Responsible for Monitoring: Math Department and leadership

Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Demographics 4, 5 - Student Learning 1, 3, 5, 9, 13, 14 - School Processes & Programs 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Remediate students who are not performing at a passing level Provide acceleration opportunities.</td>
<td>Formative</td>
</tr>
<tr>
<td>Intended Audience: 9th grade Algebra 1 students or students who have failed Algebra 1</td>
<td>Nov</td>
</tr>
<tr>
<td>Date(s) / Timeframe: August 15 - May 10th</td>
<td></td>
</tr>
<tr>
<td>Provider / Presenter / Person Responsible: Math teachers and Leadership</td>
<td>No Progress</td>
</tr>
<tr>
<td>Collaborating Departments: Math</td>
<td></td>
</tr>
<tr>
<td>Delivery Method: On-site</td>
<td></td>
</tr>
</tbody>
</table>

School Performance Objective 2 Problem Statements:
### Demographics

**Problem Statement 4**: students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause**: Tier 1 instruction is insufficient for some learning gaps.

**Problem Statement 5**: 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 additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause**: Tier 1 instruction is insufficient for some learning gaps.

**Problem Statement 3**: 10th graders who meet the Math TSIA standard dropped 37% since fall 2019 **Root Cause**: Pandemic and more rigorous TSIA 2.0 test caused a learning gap.

**Problem Statement 5**: Only 75% of students made Approaches Grade level on the March 2022 Algebra 1 benchmark. This is similar to the percentage in February of 2020 but this year we have 49 Algebra 1 students instead of 25. **Root Cause**: learning gap not remediated even with tutoring and second class.

**Problem Statement 9**: Need improved tier 1 and remediation instructional strategies **Root Cause**: lack of training.

**Problem Statement 13**: students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause**: Tier 1 instruction is insufficient for some learning gaps.

**Problem Statement 14**: 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.

### School Processes & Programs

**Problem Statement 1**: Not all advisory classes are successful as a tool to improve student's academic and life success **Root Cause**: lack of collective efficacy and belief in the plan.
**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Maintain the percentage of Grade 12 students attaining at least one CCMR indicator at 100% by May 2023.

- **High Priority**
- **HB3 District Goal**
- **Evaluation Data Sources:** CCMR Roster

**Strategy 1:** Provide students additional instruction, focused instruction, and time on task based on student needs for remediation, advancement, wellness, or SEL.

- **Strategy's Expected Result/Impact:** Maintain high level of College Career and Military readiness.
- **Staff Responsible for Monitoring:** Instructional Leadership
- **Problem Statements:** Demographics 1, 2, 4, 5 - Student Learning 1, 2, 3, 4, 5, 11, 12, 13, 14 - School Processes & Programs 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Provide tutoring, small group, or large group instruction, to take place before school, after school, advisory, or pull out instruction.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> 9-12 grade students</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 15- May 25</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Instructional leadership</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> All</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> on-site</td>
<td></td>
</tr>
</tbody>
</table>
**Action Step 2 Details**

**Action Step 2:** Provide support, materials, and equipment to support emergent bilingual students.

**Intended Audience:** Emergent Bilingual (EB) students and their teachers

**Date(s) / Timeframe:** June 1, 2022 - May 25, 2023

**Provider / Presenter / Person Responsible:** ELS teachers and any teacher who teach EB students, administrators, support staff

**Collaborating Departments:** All

**Delivery Method:** In-person or online

**Funding Sources:** Multilingual education resources - BEA (199 PIC 25) - 199-11-6399-001-082-25-243-000000 - $632

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| % | No Progress | 100% Accomplished | Continue/Modify | Discontinue |

**Strategy 2:** Increase teacher effectiveness and wellness to improve student outcomes (in-person and virtual trainings, support, and resources)

**Strategy's Expected Result/Impact:** Improved student success

**Staff Responsible for Monitoring:** Instructional leadership, department Chairs

**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

**Problem Statements:** Demographics 1, 2 - Student Learning 5, 9, 11, 12 - School Processes & Programs 1
### Action Step 1 Details

**Intended Audience:** All teachers  
**Date(s) / Timeframe:** July 1 - June 30  
**Provider / Presenter / Person Responsible:** Instructional leadership, department chairs  
**Collaborating Departments:** All  
**Delivery Method:** On-site, virtual, off-site  

**Funding Sources:**  
- subs for professional development - Title I (211)  
- 211-11-6112-0PD-082-30-510-000000-23F10 - $3,000, Reading materials for Professional Development - Title I (211)  
- 211-13-6329-04N-082-30-510-000000-23F10 - $650, supplies and materials for profession development - Title I (211)  
- 211-13-6399-04N-082-30-510-000000-23F10 - $400, PD for teachers - Title I (211)  
- 211-13-6411-04N-082-30-510-000000-23F10 - $20,000

### Action Step 2 Details

**Intended Audience:** Teachers, students, and support staff  
**Date(s) / Timeframe:** August 1, 2022 - February 15, 2023  
**Provider / Presenter / Person Responsible:** Administrators and department chairs  
**Collaborating Departments:** All  
**Delivery Method:** in-person and online technology  

**Funding Sources:** Technology for instructional use - Title I (211)  
- 211-11-6396-04N-082-30-510-000000-23F10 - $4,900

### Strategy 3: Increase effectiveness of support staff and leadership

**Strategy's Expected Result/Impact:** Improved effectiveness creates greater teacher support leading to improved student outcomes and operational best practices

**Staff Responsible for Monitoring:** Principal, Assistant Principal, student support services

**TEA Priorities:**  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
**Problem Statements:** Student Learning 1, 2, 3, 8, 9 - Perceptions 5

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Professional development for administrators and staff as identified</td>
<td></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> support staff and administrators</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> July 1-June 30</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> principal</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> counseling team</td>
<td></td>
</tr>
<tr>
<td>office support staff</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> on-site, off-site, virtual</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> PD Principal and AP - Title I (211) - 211-23-6411-04N-082-30-510-000000-23F10 - $4,000, PD for counselors - Title I (211) - 211-31-6411-04N-082-30-510-000000-23F10 - $2,700</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 4: Use college visits to motivate student achievement in college readiness measures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> create/reinforce college going culture</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> principal</td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities:</strong></td>
<td></td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
</tr>
<tr>
<td>- ESF Levers:</td>
<td></td>
</tr>
<tr>
<td>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 2, 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Provide one college tour for each grade level</td>
<td></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> 9-12 grade students</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 15-May 30</td>
<td></td>
</tr>
</tbody>
</table>
Provider / Presenter / Person Responsible: Principal and college and career coach  
Delivery Method: off-site  
Funding Sources: Travel for students - college visits - Title I (211) - 211-11-6412-04N-082-30-510-000000-23F10 - $4,800

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Increase of 11% in EB students (5% to 16%) needing English language support Root Cause: greater LEP (now Emergent Bilingual "EB") enrollment and fewer LEP dismissals due to pandemic  
Problem Statement 2: 12th grade African American high school science had 45% drop in passing rate compared to 11% drop in all students since fall 2019 Root Cause: Challenging home support, lack of interest, and lack of emotional regulation  
Problem Statement 4: students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. Root Cause: Tier 1 instruction is insufficient for some learning gaps  
Problem Statement 5: 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 additional time and targeted support in order to perform high academically. This is especially true of at-risk students. Root Cause: Tier 1 instruction is insufficient for some learning gaps  
Problem Statement 2: 10th graders who meet the English TSIA dropped 35% since fall 2019 Root Cause: Pandemic and more rigorous TSIA 2.0 test caused a learning gap  
Problem Statement 3: 10th graders who meet the Math TSIA standard dropped 37% since fall 2019 Root Cause: Pandemic and more rigorous TSIA 2.0 test caused a learning gap  
Problem Statement 4: 12 grade high school science passing rates dropped by 11% (100% to 89.1%) in all students compared to fall 2019 Root Cause: Learning and motivation gap after pandemic  
Problem Statement 5: Only 75% of students made Approaches Grade level on the March 2022 Algebra 1 benchmark. This is similar to the percentage in February of 2020 but this year we have 49 Algebra 1 students instead of 25. Root Cause: learning gap not remediated even with tutoring and second class  
Problem Statement 8: we continue to need improvement in partner support for events and experiences in careers and post secondary. TCC support is strong. Root Cause: We need to ensure partner support from existing partners and enlist support from new partners after pandemic limits are lifted  
Problem Statement 9: Need improved tier 1 and remediation instructional strategies Root Cause: lack of training  
Problem Statement 11: 12th grade African American high school science had 45% drop in passing rate compared to 11% drop in all students since fall 2019 Root Cause: Challenging home support, lack of interest, and lack of emotional regulation
## Student Learning

**Problem Statement 12**: Increase of 11% in EB students (5% to 16%) needing English language support **Root Cause**: greater LEP (now Emergent Bilingual "EB") enrollment and fewer LEP dismissals due to pandemic

**Problem Statement 13**: Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause**: Tier 1 instruction is insufficient for some learning gaps

**Problem Statement 14**: 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

## School Processes & Programs

**Problem Statement 1**: Not all advisory classes are successful as a tool to improve student's academic and life success **Root Cause**: lack of collective efficacy and belief in the plan

## Perceptions

**Problem Statement 5**: The fall Panorama Teacher survey reveals that teachers feel less quality feedback on teaching than previous year (down 3%) (57-54%) **Root Cause**: less administrator visits with feedback and change in staff
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 73.5 % to 100% by May 2023.

  High Priority
  HB3 District Goal
  Evaluation Data Sources: Cycle reports for freshman success data

Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.

  Strategy's Expected Result/Impact: Student remain on track for graduation in an early college setting

  Staff Responsible for Monitoring: Freshman success coach, instructional leadership

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

Problem Statements: Demographics 1, 3, 4, 5 - Student Learning 1, 2, 3, 5, 7, 12, 13, 14 - School Processes & Programs 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Remediate students who are not performing at a passing level Provide acceleration opportunities.</td>
<td>Formative</td>
</tr>
<tr>
<td>Intended Audience: 9th grade students</td>
<td>Nov</td>
</tr>
<tr>
<td>Date(s) / Timeframe: August 15 - May 30</td>
<td></td>
</tr>
<tr>
<td>Provider / Presenter / Person Responsible: Freshman success coach</td>
<td></td>
</tr>
<tr>
<td>Collaborating Departments: all</td>
<td></td>
</tr>
<tr>
<td>Delivery Method: on-site, off-site, virtual</td>
<td></td>
</tr>
<tr>
<td>% No Progress</td>
<td>100% Accomplished</td>
</tr>
</tbody>
</table>

School Performance Objective 2 Problem Statements:
### Demographics

<table>
<thead>
<tr>
<th>Problem Statement 1</th>
<th>Increase of 11% in EB students (5% to 16%) needing English language support</th>
<th>Root Cause: greater LEP (now Emergent Bilingual &quot;EB&quot;) enrollment and fewer LEP dismissals due to pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Statement 3</td>
<td>Attendance is down 6% fall 2021 compared to fall 2019 (with greatest decrease in hispanic population). Students who are absent miss instruction</td>
<td>Root Cause: pandemic and loose standards of attendance</td>
</tr>
<tr>
<td>Problem Statement 4</td>
<td>students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students.</td>
<td>Root Cause: Tier 1 instruction is insufficient for some learning gaps</td>
</tr>
<tr>
<td>Problem Statement 5</td>
<td>Students need during the day and after school tutoring time as a support to diverse population</td>
<td>Root Cause: Teacher time during the day is largely occupied and students need incentives to stay after school</td>
</tr>
</tbody>
</table>

### Student Learning

<table>
<thead>
<tr>
<th>Problem Statement 1</th>
<th>students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students.</th>
<th>Root Cause: Tier 1 instruction is insufficient for some learning gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Statement 2</td>
<td>10th graders who meet the English TSIA dropped 35% since fall 2019</td>
<td>Root Cause: Pandemic and more rigorous TSIA 2.0 test caused a learning gap</td>
</tr>
<tr>
<td>Problem Statement 3</td>
<td>10th graders who meet the Math TSIA standard dropped 37% since fall 2019</td>
<td>Root Cause: Pandemic and more rigorous TSIA 2.0 test caused a learning gap</td>
</tr>
<tr>
<td>Problem Statement 5</td>
<td>Only 75% of students made Approaches Grade level on the March 2022 Algebra 1 benchmark. This is similar to the percentage in February of 2020 but this year we have 49 Algebra 1 students instead of 25.</td>
<td>Root Cause: learning gap not remediated even with tutoring and second class</td>
</tr>
<tr>
<td>Problem Statement 7</td>
<td>Attendance is down 6% fall 2021 compared to fall 2019 (with greatest decrease in hispanic population). Students who are absent miss instruction</td>
<td>Root Cause: pandemic and loose standards of attendance</td>
</tr>
<tr>
<td>Problem Statement 12</td>
<td>Increase of 11% in EB students (5% to 16%) needing English language support</td>
<td>Root Cause: greater LEP (now Emergent Bilingual &quot;EB&quot;) enrollment and fewer LEP dismissals due to pandemic</td>
</tr>
<tr>
<td>Problem Statement 13</td>
<td>students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students.</td>
<td>Root Cause: Tier 1 instruction is insufficient for some learning gaps</td>
</tr>
<tr>
<td>Problem Statement 14</td>
<td>Students need during the day and after school tutoring time as a support to diverse population</td>
<td>Root Cause: Teacher time during the day is largely occupied and students need incentives to stay after school</td>
</tr>
</tbody>
</table>

### School Processes & Programs

| Problem Statement 1 | Not all advisory classes are successful as a tool to improve student's academic and life success | Root Cause: lack of collective efficacy and belief in the plan |
**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 90.9 to 100% by May 2023.

- **High Priority**
- **HB3 District Goal**
- **Evaluation Data Sources:** Focus gradebook grades

**Strategy 1:** Remediate students who are not performing at a passing level
Provide acceleration opportunities.

- **Strategy's Expected Result/Impact:** Algebra 1 students
- **Staff Responsible for Monitoring:** Instructional leadership

**TEA Priorities:**
Build a foundation of reading and math

**Problem Statements:** Demographics 4, 5 - Student Learning 1, 3, 13, 14

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Remediate students who are not performing at a passing level Provide acceleration opportunities.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> 9th grade students</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 15 - May 30</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Freshman success coach</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> all</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> on-site, off-site, virtual</td>
<td></td>
</tr>
</tbody>
</table>

| % | No Progress | 100% Accomplished | Continue/Modify | X Discontinue |

**School Performance Objective 3 Problem Statements:**
### Demographics

**Problem Statement 4:** students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

**Problem Statement 5:** 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 additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

**Problem Statement 3:** 10th graders who meet the Math TSIA standard dropped 37% since fall 2019 **Root Cause:** Pandemic and more rigorous TSIA 2.0 test caused a learning gap

**Problem Statement 13:** students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause:** Tier 1 instruction is insufficient for some learning gaps

**Problem Statement 14:** 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
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 38.2% to 43% by May 2023.

High Priority
HB3 District Goal

Evaluation Data Sources: College Board website

Strategy 1: Provide students additional instruction, focused instruction, and time on task based on student needs for remediation or advancement.

Strategy's Expected Result/Impact: all students and a focus on 11th and 12th

Staff Responsible for Monitoring: Instructional leadership and post secondary specialist

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:

Problem Statements: Demographics 1, 4, 5 - Student Learning 1, 5, 12, 13, 14

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Remediate students who are not performing at a passing level and also provide acceleration opportunities.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> all students but a focus on 11th and 12th grade</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 15-may 30</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> instructional leadership, post secondary specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> English and Math</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> on-site, off-site, virtual</td>
<td></td>
</tr>
</tbody>
</table>

% No Progress 100% Accomplished Continue/Modify Discontinue

School Performance Objective 4 Problem Statements:
### Demographics

**Problem Statement 1**: Increase of 11% in EB students (5% to 16%) needing English language support. **Root Cause**: greater LEP (now Emergent Bilingual "EB") enrollment and fewer LEP dismissals due to pandemic.

**Problem Statement 4**: Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause**: Tier 1 instruction is insufficient for some learning gaps.

**Problem Statement 5**: 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 additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause**: Tier 1 instruction is insufficient for some learning gaps.

**Problem Statement 5**: Only 75% of students made Approaches Grade level on the March 2022 Algebra 1 benchmark. This is similar to the percentage in February of 2020 but this year we have 49 Algebra 1 students instead of 25. **Root Cause**: learning gap not remediated even with tutoring and second class.

**Problem Statement 12**: Increase of 11% in EB students (5% to 16%) needing English language support. **Root Cause**: greater LEP (now Emergent Bilingual "EB") enrollment and fewer LEP dismissals due to pandemic.

**Problem Statement 13**: Students need additional time and targeted support in order to perform high academically. This is especially true of at-risk students. **Root Cause**: Tier 1 instruction is insufficient for some learning gaps.

**Problem Statement 14**: 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.
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 14.9% to 10% by May 2023.

High Priority
HB3 District Goal

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

Strategy 1: Meet with students with three or more absence who do not have a parent/doctor sick note. Remind students often that attendance equals credit

Strategy's Expected Result/Impact: Students will understand that attendance is crucial to high school success and reduce total number of absences.

Staff Responsible for Monitoring: Freshman Success Coach/Assistant Principal

Title I:
2.4, 2.6

Problem Statements: Demographics 3 - Student Learning 7

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> Absentee students and their parents</td>
<td>Formative</td>
<td>Summative</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing August 16-May 28</td>
<td>Nov</td>
<td>Jan</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Freshman Success Coach</td>
<td>Mar</td>
<td>June</td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> Phone calls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step 2 Details</th>
<th>Reviews</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> Students Gr 9-12</td>
<td>Formative</td>
<td>Summative</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 16- May 20</td>
<td>Nov</td>
<td>Jan</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Freshman Success Coach/Assistant Principal</td>
<td>Mar</td>
<td>June</td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> In-person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

082 Texas Academy of Biomedical Sciences (TABS)
Generated by Plan4Learning.com

No Progress Accomplished Continue/Modify Discontinue
## Demographics

**Problem Statement 3**: Attendance is down 6% fall 2021 compared to fall 2019 (with greatest decrease in hispanic population). Students who are absent miss instruction **Root Cause**: pandemic and loose standards of attendance

## Student Learning

**Problem Statement 7**: Attendance is down 6% fall 2021 compared to fall 2019 (with greatest decrease in hispanic population). Students who are absent miss instruction **Root Cause**: pandemic and loose standards of attendance
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 52 to 47 by May 2023.

High Priority

HB3 District Goal

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

Strategy 1: Greater support teacher actions (including infractions) in order maintain positive classroom environments.

Strategy's Expected Result/Impact: Keep students in the classroom where it is possible that students will not disrupt learning.

Staff Responsible for Monitoring: Administration team/Freshman success coach/Teachers.

Title I:
2.4, 2.5, 2.6

Problem Statements: School Processes & Programs 3, 4 - Perceptions 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Solicit teacher feedback for support weekly during core team meeting and provide support as requested and in form appropriate.</td>
<td>Formative</td>
</tr>
<tr>
<td>Intended Audience: Students/teachers/classrooms</td>
<td>Nov</td>
</tr>
<tr>
<td>Date(s) / Timeframe: August 16 - May 20</td>
<td></td>
</tr>
<tr>
<td>Provider / Presenter / Person Responsible: Admin Team/Teachers/Freshman success coach</td>
<td></td>
</tr>
<tr>
<td>Delivery Method: in-person, via email or other text, etc</td>
<td></td>
</tr>
</tbody>
</table>

| | | |
|-----------------|-----------------|
| | | |
| | | |

School Performance Objective 2 Problem Statements:

Problem Statement 3: Need to maintain positive school culture Root Cause: Teacher isolation continues after virtual instruction from pandemic

Problem Statement 4: Teacher morale has improved but still needs ongoing support, encouragement, and wellness. Root Cause: teacher stress
<table>
<thead>
<tr>
<th><strong>Perceptions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2:</strong> The fall Panorama SEL survey reveals that students feel that they and others have less emotional regulation than last year (down 8%) <strong>Root Cause:</strong> need regulation practice</td>
</tr>
</tbody>
</table>
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 Hispanic students from 4 to 3 by May 2023.

High Priority

HB3 District Goal

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

Strategy 1: Provide early and ongoing Prevention Education to students.

Strategy's Expected Result/Impact: Set expectations for positive student behaviors.

Staff Responsible for Monitoring: Principal/Admin team/Counseling team

Title I:
2.6
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 3 - Perceptions 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> All students</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Weekly August 16-May 20</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Principal and Assistant Principal - August SST team - September through May</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> Advisory teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> In-person once a month per grade level Virtual- once a month per grade level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nov</th>
<th>Jan</th>
<th>Mar</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No Progress 100% Accomplished Continue/Modify Discontinue

School Performance Objective 3 Problem Statements:

Problem Statement 3: Need to maintain positive school culture Root Cause: Teacher isolation continues after virtual instruction from pandemic
### Perceptions

**Problem Statement 2:** The fall Panorama SEL survey reveals that students feel that they and others have less emotional regulation than last year (down 8%)  
**Root Cause:** need regulation practice
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 4 to 6 events by May 2023.

High Priority

HB3 District Goal

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

Strategy 1: 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 (6 events total with parents in attendance or volunteering)

Strategy's Expected Result/Impact: Increase the number of parents that participate in school events or activities.
Distribute parent engagement policy.

Staff Responsible for Monitoring: Principal and Family Engagement Specialist

Title I:
4.1, 4.2
- ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2, 5 - Perceptions 7

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> Parents and guardians</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 15 - May 30</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Parents and guardians</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 15 - May 30</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Family Engagement specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> All</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> on-site, off-site, virtual</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Family engagement Specialist - Title I (211) - 211-61-6129-04L-082-30-510-000000-23F10 - $23,405, snacks for parent participation - Parent Engagement - 211-61-6499-04L-082-30-510-000000-23F10 - $1,300, supplies and materials for parent for parent involvement - Parent Engagement - 211-61-6399-04L-082-30-510-000000-23F10 - $405.50, supplies and materials for parent involvement - Title I (211) - 211-61-6399-04L-082-30-510-000000-23F10 - $50</td>
<td></td>
</tr>
</tbody>
</table>

082 Texas Academy of Biomedical Sciences (TABS)
Generated by Plan4Learning.com
Campus #220905082
October 17, 2022 10:35 PM
**Action Step 2 Details**

<table>
<thead>
<tr>
<th>Action Step 2: Increase positive parent communication by continuing parent newsletter and callouts as well as individual contacts from Family Engagement Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> parents</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 15-May 30</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Family Engagement Specialist</td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> via virtual newsletter</td>
</tr>
</tbody>
</table>

**Reviews**

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 2:** Meet with parent volunteers to create school day volunteer process to engage parents and increase supervision and engagement with adults.

**Strategy's Expected Result/Impact:** increase student supervision and engagement with adults.

**Staff Responsible for Monitoring:** Family engagement specialist, after school program teachers.

**Title I:**

4.2

- **ESF Levers:**
  Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 2, 5 - Perceptions 7

---

**Action Step 1 Details**

<table>
<thead>
<tr>
<th>Action Step 1: Identify parent volunteer to facilitate a parent volunteer schedule.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> Parent/students/school climate</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Facilitator identified -Aug/Sept</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Parent Volunteers</td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> all</td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> in-person</td>
</tr>
</tbody>
</table>

**Reviews**

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**School Performance Objective 4 Problem Statements:**
<table>
<thead>
<tr>
<th>Problem Statement</th>
<th>Description</th>
<th>Root Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>halls and greater campus are not well monitored during the school day</td>
<td>staff devoted time is limited</td>
</tr>
<tr>
<td>5</td>
<td>Parent engagement is low</td>
<td>Need to actively recruit engagement in school events and activities</td>
</tr>
</tbody>
</table>

**Perceptions**

<table>
<thead>
<tr>
<th>Problem Statement</th>
<th>Description</th>
<th>Root Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Increase in parent communication and involvement needed. No parent led association currently</td>
<td>Improvements are evident but parents not as effectively engaged as they could be</td>
</tr>
<tr>
<td>District</td>
<td>School Performance Objective</td>
<td>Strategy</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
### Title I (211)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>supplies and materials for parent involvement</td>
<td>Supplies and materials for parental involvement</td>
<td>211-61-6399-04L-082-30-510-000000-23F10</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

**Sub-Total $106,680.00**

**Budgeted Fund Source Amount $106,680.00**

**+/- Difference $0.00**

### SCE (199 PIC 24)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>supplies and materials</td>
<td>Supplies and materials for instructional use</td>
<td>199-11-6399-001-082-24-243-000000-23F10</td>
<td>$3,060.00</td>
</tr>
</tbody>
</table>

**Sub-Total $3,060.00**

**Budgeted Fund Source Amount $3,060.00**

**+/- Difference $0.00**

### Parent Engagement

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>snacks for parent participation</td>
<td>Snacks for Parents to promote participation</td>
<td>211-61-6499-04L-082-30-510-000000-23F10</td>
<td>$1,300.00</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>supplies and materials for parent involvement</td>
<td>Supplies and materials for parental involvement</td>
<td>211-61-6399-04L-082-30-510-000000-23F10</td>
<td>$405.50</td>
</tr>
</tbody>
</table>

**Sub-Total $1,705.50**

**Budgeted Fund Source Amount $1,705.50**

**+/- Difference $0.00**

### BEA (199 PIC 25)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Multilingual education resources</td>
<td>Supplies and materials for instructional use</td>
<td>199-11-6399-001-082-25-243-000000</td>
<td>$632.00</td>
</tr>
</tbody>
</table>

**Sub-Total $632.00**
<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeted Fund Source Amount</td>
<td>$632.00</td>
<td>+/- Difference</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total Budgeted</td>
<td>$112,077.50</td>
<td>Grand Total Spent</td>
<td>$112,077.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+/- Difference</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>