Fort Worth Independent School District

084 World Languages Institute

2022-2023 Campus Improvement Plan
Mission Statement

Mission
World Languages Institute prepares students linguistically, socially and cognitively to lead, with creativity and innovation, in a multicultural society.

Vision

Vision
Students will pursue excellence, contribute and lead within a global community.

Core Beliefs

Values
Social and digital responsibility
Courageous authenticity
Integrity and accountability
Respect and support for a diverse community
Equal access
Curiosity
Leadership
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Comprehensive Needs Assessment

Demographics

Demographics Summary

World Languages Institute (6-12) is a School of Choice and the first multilingual school that provides a focus for students who are interested in pursuing a rigorous academic program that includes options to complete one or more endorsements, as well as, CTE pathways such as Business Management and Computer Science (Project Lead the Way Computer Science).

WLI has a strong Post Secondary philosophy and program, which is supported by the Leadership Team that includes: Principal, AP, Counselor, Campus Coordinator. The newest addition to our program is AVID which was implemented in 2019 (2 sections) to a full 6th-12th grade program in 2022-2023.

Our Fine Arts program includes Art, Theatre and Estudiantina. Enrollment is growing in Theatre and stable in Art and Estudiantina. Theatre has placed in UIL at the middle and high school level and Art has placed in VASE at the regional and state level. WLI students also were finalists in the "Imagine No Violence" competition.

Students apply from all areas of FWISD and are selected by the district using a lottery system. WLI's current enrollment is 551 students for 2022-23 with a long waiting list for middle school.

Students may start or continue the study of Spanish and English by taking courses in both languages. Bilingual and multilingual students have the opportunity to begin the study of a third or fourth language.

GT - Total 269 (AA - 5 Hispanics - 238 White -22 Asian -0 Pacific Islander- 1 - Two or more - 4)

SP- Total 14 ( AA- 2 Hispanics - 12 White -1 Two or more 0)

ELs- Total 293 (AA-2 Hispanics - 289 White -2)

WLI Leadership has a rigorous interview process to secure highly qualified staff. All instructional staff is required to be GT district certified and to maintain the certification while in WLI. We have 2 qualified Long-term Substitute in Computer Science and American Sign Language.

WLI has strong collaborations with Sister Cities, WLI PTO and SBDM Committee.

41 out of 42 seniors, class of 2022, are CCMR-ready in 2021-2022.

Demographics Strengths

All WLI students have access and are enrolled in Honors, Accelerated core courses (if the students meet district criteria), AP, Dual Enrollment/OnRamps and DC/TCC. Every course has a Sheltered Counterpart for ELs.

High school courses available to eligible middle school students in Math, Science, ELA, CTE and World Languages.

Dual Enrollment courses in collaboration with UT Austin: Pre-Calculus, Statistics, Chemistry, Physics, Rhetoric & Writing and US History. Dual Credit courses with TCC (on hold)
for 2022-2023): World Literature and ASL Certificate. There are 20 different AP courses offered at WLI.

Students are eligible to participate in CTE certifications. For Computer Science, students can certify with IT Specialist through CertiPort. For Entrepreneurship students, students can certify through Microsoft Office Specialist and Expert as well as the Entrepreneurship and Small Business certificate. Engineering student can certify through SolidWorks.

All the courses are taught by GT certified teachers. All ELA and bilingual teachers are ESL certified.

Tiered professional development for staff to emphasize Tier I instruction, Sheltered Instruction and Differentiation for various learning styles.

Senior Cohort 2022 - 100% graduation rate.

WLI is the Congressional award pilot school.

45% AP Scholars - Class of 2022

52% Superintendent Scholars - Class of 2022

88% of the class of 2022 was eligible to earn the State Seal of Bilingualism and Biculturalism

T3 Pledge participation from Seniors and Juniors 2021-22 - 100%

ADA student attendance has been above 95% despite the pandemic.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** On average, at risk and EL students performed 10% lower than their counterpart. **Root Cause:** School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. Students have come in content and language gaps which will need to be addressed through quality instruction and tutoring.

**Problem Statement 2 (Prioritized):** All students are enrolled in advanced classes regardless of educational history. Students need additional support to meet expectations for advanced courses. **Root Cause:** Teachers have different backgrounds and expertise. Therefore, teachers are tiered for professional development, learning walks and coaching. New teachers to our district or school are coached to use more data points to plan differentiated lessons.

**Problem Statement 3 (Prioritized):** Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. **Root Cause:** New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need support.
Student Learning

Student Learning Summary

Students scores in Math/ELA/Biology are above the district for Spring 2022. We began our recovery last year from the pandemic learning loss. Our goal is to increase student scores to pre-Covid levels and above.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Spring 2019 STAAR Scores (1st Administration)</th>
<th>Spring 2021 STAAR Scores (1st Administration)</th>
<th>Spring 2022 STAAR Scores (1st Administration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches</td>
<td>Meets</td>
<td>Masters</td>
<td>Approaches</td>
</tr>
<tr>
<td>98%</td>
<td>91%</td>
<td>50%Algebra I</td>
<td>62%</td>
</tr>
<tr>
<td>100%</td>
<td>86%</td>
<td>7%English I</td>
<td>90%</td>
</tr>
<tr>
<td>100%</td>
<td>86%</td>
<td>19%Biology</td>
<td>88%</td>
</tr>
<tr>
<td>93%</td>
<td>93%</td>
<td>23%English II</td>
<td>85%</td>
</tr>
<tr>
<td>100%</td>
<td>92%</td>
<td>67%US History</td>
<td>98%</td>
</tr>
<tr>
<td>84%</td>
<td>18%</td>
<td>2%6th Math</td>
<td>53%</td>
</tr>
<tr>
<td>74%</td>
<td>40%</td>
<td>22%6th Reading</td>
<td>78%</td>
</tr>
<tr>
<td>72%</td>
<td>38%</td>
<td>6%7th Writing</td>
<td>66%</td>
</tr>
<tr>
<td>85%</td>
<td>49%</td>
<td>30%7th Reading</td>
<td>87%</td>
</tr>
<tr>
<td>53%</td>
<td>24%</td>
<td>12%8th Reading</td>
<td>63%</td>
</tr>
<tr>
<td>90%</td>
<td>58%</td>
<td>13%8th Reading</td>
<td>59%</td>
</tr>
<tr>
<td>77%</td>
<td>34%</td>
<td>9%8th Science</td>
<td>54%</td>
</tr>
<tr>
<td>76%</td>
<td>27%</td>
<td>14%8th Social Studies</td>
<td>46%</td>
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CCMR Data

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<tr>
<th>Annual Graduates</th>
<th>Count</th>
<th>Credit Percentage</th>
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<tbody>
<tr>
<td>Total graduates</td>
<td>52</td>
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</tr>
<tr>
<td>Total credit for CCMR criteria</td>
<td>51</td>
<td>98%</td>
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<tr>
<td>Category</td>
<td>Count</td>
<td>Percentage</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
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<tr>
<td><strong>Texas Success Initiative (TSI) Criteria</strong></td>
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</tr>
<tr>
<td>Met TSI criteria in both ELA/Reading and Mathematics</td>
<td>16</td>
<td>31%</td>
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<tr>
<td>TSI Criteria - ELA/Reading</td>
<td></td>
<td></td>
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<tr>
<td>Met TSI criteria for at least one indicator in ELA/Reading</td>
<td>31</td>
<td>60%</td>
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<tr>
<td>Met TSI assessment criteria</td>
<td>19</td>
<td>37%</td>
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<tr>
<td>Met ACT criteria</td>
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<tr>
<td>Met SAT criteria</td>
<td>25</td>
<td>48%</td>
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<tr>
<td>Earned credit for a college prep course</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>TSI Criteria - Mathematics</strong></td>
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<td></td>
</tr>
<tr>
<td>Met TSI criteria for at least one indicator in Mathematics</td>
<td>16</td>
<td>31%</td>
</tr>
<tr>
<td>Met TSI assessment criteria</td>
<td>13</td>
<td>25%</td>
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<tr>
<td>Met ACT criteria</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Met SAT criteria</td>
<td>12</td>
<td>23%</td>
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<tr>
<td>Earned credit for a college prep course</td>
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<td>-</td>
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<tr>
<td><strong>AP/IB Examination</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met criterion score on an AP/IB exam in any subject</td>
<td>50</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Dual Course Credits</strong></td>
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<td></td>
</tr>
<tr>
<td>Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject</td>
<td>18</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Industry-Based Certifications</strong></td>
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<tr>
<td>Earned an industry-based certification from approved list</td>
<td>13</td>
<td>25%</td>
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<tr>
<td>Level I or Level II Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earned a level I or level II certificate in any workforce education area</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Associate Degree</strong></td>
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<tr>
<td>Earning an associate degree by August 31 immediately following high school graduation</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>OnRamps Dual Enrollment Course</strong></td>
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<tr>
<td>Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject</td>
<td>46</td>
<td>89%</td>
</tr>
<tr>
<td><strong>Graduate with Completed IEP and Workforce Readiness</strong></td>
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<tr>
<td>Received graduation type code of 04, 05, 54, or 55</td>
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<td>0%</td>
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<td><strong>Special Ed with Advanced Diploma Plan</strong></td>
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<tr>
<td>Received special education services and earned an advanced diploma plan</td>
<td>1</td>
<td>2%</td>
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<tr>
<td><strong>U.S. Armed Forces</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Strengths

WLI students strengths are:

1. Language Acquisition
2. Attendance
3. Academic focus
4. Master teacher retention rate is high (except during COVID).
5. Culture of respect for diversity from staff and students.
6. Low discipline incident rate

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. Root Cause: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

Problem Statement 2: Middle School Math STAAR scores have decreased from 83% to 51% approaches (6th grade) and 90% to 58% approaches (8th grade) for all subgroups during the pandemic. They increased to 60% (6th grade) and 71% (8th grade) in 2022; but, are not at or above pre-pandemic levels Root Cause: COVID has disrupted schooling for students. Students are coming in with more gaps in math skills and preparedness.

Problem Statement 3 (Prioritized): Support needed by students to master the objectives. The pandemic has caused regression in all core areas tested (86% to 71% in 2021), especially for our Emergent Bilingual students. We increased to 81% in 2022; but, we are not at or above pre-pandemic levels. Root Cause: An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise, specifically differentiation & language development. Students need additional time interventions to meet state standards. Students need additional academic support beyond daily instruction. Tutorial and academic camps will need to be implemented.
School Processes & Programs

School Processes & Programs Summary

WLI has a process and procedure for all areas of the school. Staff and students know and follow the organizational and academic procedures in place.

- Structured screening and interview processes to ensure highly qualified candidates are selected.
- Master schedule provides students and teachers with time for advisory (SOAR) before lunch for tutorials, college readiness and math reinforcements.
- Before, during and after COVID staff and students maintain an organized and clean environment.
- The academic program is advanced/accelerated, where students have a risk-free learning environment.
- Teachers implement Tier I Instruction and best practices to address various learning styles and needs. It includes differentiation for GT, SPED, 504, ELs students.
- In-house professional development is tiered and master teachers assist or deliver the training as well as the Principal and AP. If outside assistance is needed then district departments are invited to provide the training based on the results of Learning Walks, walkthroughs and teachers experience.
- Students graduate with the Distinguished High School Diploma (26 credits), at least two endorsements and three languages (English, Spanish and a third one of their choice from German, French, Japanese, Mandarin and ASL). Students are eligible for the state Seal of Bilingualism/Bi-literacy.
- ASL Certification - DC TCC - On hold for 22-23. We are still looking for the right candidate (university credentialing needed).
- Dual Enrollment Courses - On Ramps
- CTE Computer Science (PLTW) and Entrepreneurship Pathways with certifications.
- Post Secondary Program guides all students to pursue entrance in a college/university or military career.

School Processes & Programs Strengths

Fidelity of implementation of all the programs at WLI.

Highly qualified instructional and support staff.

AP Spanish Language and Culture and AP Spanish Literature and Culture program has an average above 3.

Optimal range of AP, Dual Enrollment, CTE, World Languages and endorsements.

Post secondary culture is developed starting in middle school.

Problem Statements Identifying School Processes & Programs Needs
Problem Statement 1 (Prioritized): In order to implement a rigorous and successful academic program, staff has to embrace many roles. **Root Cause:** Limited support staff for smaller school causes staff to have to take on broader responsibilities. Being a campus serving grades 6-12, we have middle school and high school responsibilities.

Problem Statement 2 (Prioritized): 22% of students meet the Math PSAT benchmark. **Root Cause:** Students need additional practice time and structures
Perceptions

Perceptions Summary

The culture of WLI revolves around the vision, mission and school values.

The school has a collaborative, team-approach among staff and students.

Student's attendance (ADA) is at about 95%. Leadership team follows up with chronic cases of absenteeism. (2% of student population).

A respectful and risk-free environment for learning is maintained by all the stakeholders.

Student ethics is high and the few discipline incidents are handled implementing restorative practices.

Staff and students embrace multilingualism and multiculturalism as part of our society.

Sister Cities and WLI collaborate by hosting students from Nagaoka, Japan and Nimes, France. Organization supports WLI students by providing leadership opportunities and travel scholarships.

Perceptions Strengths

- Staff and student population is diverse with a focus on a global environment.

- High expectations for staff, students and parents.

- Leadership opportunities for both staff and students.

- Team focus and collaborative approach.

- Collaboration with community entities; such as Sister Cities, local universities and parents.

- Dedicated SBDM Committee and PTO

- Various students clubs/associations: UV4C, SLAM, NHS, HNHS, UIL Academic,etc.

- Congressional Award Recipients - 2 Bronze certificates and 1 Bronze and gold Medal.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Decline in team building activities for staff and students. Root Cause: COVID has restricted social interactions.

Priority Problem Statements

**Problem Statement 1**: On average, at risk and EL students performed 10% lower than their counterpart.

**Root Cause 1**: School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. Students have come in content and language gaps which will need to be addressed through quality instruction and tutoring.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 5**: High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average.

**Root Cause 5**: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

**Problem Statement 5 Areas**: Student Learning

**Problem Statement 6**: In order to implement a rigorous and successful academic program, staff has to embrace many roles.

**Root Cause 6**: Limited support staff for smaller school causes staff to have to take on broader responsibilities. Being a campus serving grades 6-12, we have middle school and high school responsibilities.

**Problem Statement 6 Areas**: School Processes & Programs

**Problem Statement 7**: Decline in team building activities for staff and students.

**Root Cause 7**: COVID has restricted social interactions.

**Problem Statement 7 Areas**: Perceptions

**Problem Statement 2**: All students are enrolled in advanced classes regardless of educational history. Students need additional support to meet expectations for advanced courses.

**Root Cause 2**: Teachers have different backgrounds and expertise. Therefore, teachers are tiered for professional development, learning walks and coaching. New teachers to our district or school are coached to use more data points to plan differentiated lessons.

**Problem Statement 2 Areas**: Demographics

**Problem Statement 9**: 22% of students meet the Math PSAT benchmark.

**Root Cause 9**: Students need additional practice time and structures

**Problem Statement 9 Areas**: School Processes & Programs

**Problem Statement 8**: Decline in parent engagement events.

**Root Cause 8**: COVID has restricted social interactions.

**Problem Statement 8 Areas**: Perceptions
Problem Statement 3: Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish.

Root Cause 3: New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need support

Problem Statement 3 Areas: Demographics

Problem Statement 4: Support needed by students to master the objectives. The pandemic has caused regression in all core areas tested (86% to 71% in 2021), especially for our Emergent Bilingual students. We increased to 81% in 2022; but, we are not at or above pre-pandemic levels.

Root Cause 4: An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise, specifically differentiation & language development. Students need additional time interventions to meet state standards. Students need additional academic support beyond daily instruction. Tutorial and academic camps will need to be implemented.

Problem Statement 4 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

**Student Data: Assessments**
- State and federally required assessment information
- 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
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
• Dyslexia data

**Student Data: Behavior and Other Indicators**

• Completion rates and/or graduation rates data
• Annual dropout rate data
• Attendance data
• Discipline records
• Student surveys and/or other feedback
• Class size averages by grade and subject
• School safety data

**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-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
• Action research results
**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 55% to 58% by May 2023.

- **High Priority**
- **HB3 District Goal**

**Strategy 1:** Provide PSAT/SAT/TSIA/ACT preparatory sessions and materials to students in addition to integrating objectives in the curriculum for reading.

- **Strategy's Expected Result/Impact:** Students will become familiar with the format of the test and will develop competence in the skills tested.
- **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and CCR Coach

**TEA Priorities:**
- Connect high school to career and college
  - **ESF Levers:**

**Problem Statements:** Student Learning 1

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**Action Step 1 Details**

**Action Step 1:** SAT/ACT and TSIA camp opportunities will be provided for our high school students. Integration of SAT/ACT and TSIA formatted questions into the curriculum. Integrated time for Khan Academy and Princeton Review.

- **Intended Audience:** High school students
- **Date(s) / Timeframe:** Fall 2022 and Spring 2023.
- **Provider / Presenter / Person Responsible:** Mrs. Young, Principal
- **AP**
- **Collaborating Departments:** Innovation
- **Delivery Method:** In person
- **Funding Sources:** Tutoring and Camps - Title I (211) - 211-11-6116-04N-084-30-510-000000-23F10 - $750

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**Reviews**

<table>
<thead>
<tr>
<th>Nov</th>
<th>Jan</th>
<th>Mar</th>
<th>June</th>
</tr>
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<tbody>
<tr>
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- **0%** No Progress
- **100%** Accomplished
- **Continue/Modify**
- **× Discontinue**
School Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. <strong>Root Cause</strong>: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.</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 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from 79% to 82% by May 2023.
Increase the percentage of Emergent Bilingual who score at meets or above on STAAR English I from 64% to 67% by May 2023.

High Priority
HB3 District Goal

**Evaluation Data Sources:** Benchmarks and STAAR results

**Strategy 1:** Tiered PD on lesson planning to include best practices for language learners. PD will include lesson planning, scaffolding, differentiation and reading practices, such as read aloud, think aloud, and comprehension strategies. It will include PD on TELPAS, ELPS, and sheltered instruction.

**Strategy's Expected Result/Impact:** Teachers are expected to implement the best practices shared with them. Formative and summative assessments will be used by teachers to adjust their planning and teaching. Learning walks and walk-throughs will verify implementation as well as identify areas of growth

**Staff Responsible for Monitoring:** Principal
Assistant Principal

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

**Problem Statements:** Student Learning 3

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Staff will participate in professional development and learning walks around differentiation and language development</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Teaching Staff</td>
<td>Nov</td>
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</tbody>
</table>
Date(s) / Timeframe: 2022-2023 School Year  
Provider / Presenter / Person Responsible: Principal  
AP  
Collaborating Departments: Bilingual/ESL  
SPED  
GT  
Delivery Method: In-person staff meeting.  
Funding Sources: - Title I (211) - 211-13-6399-04N-084-30-510-000000-23F10 - $500

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Strategy 2: Teachers will plan and implement two reading and writing camps. The enrichment activities will reinforce low SEs per data available at the time.

Strategy's Expected Result/Impact: Formative and summative assessments as well as benchmarks will show growth toward the targeted measure.

Staff Responsible for Monitoring: Principal  
Assistant Principal  
Data Analyst  
Teachers.

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

- ESF Levers:  

Problem Statements: Student Learning 3
### Action Step 1 Details

**Action Step 1:** Teachers in collaboration with the Data Analyst will plan and implement two reading and writing camps. The enrichment activities will reinforce low SEs per data available at the time.

- **Intended Audience:** Middle School ELA as well as English I and II students.
- **Date(s) / Timeframe:** School year 2022-2023
- **Provider / Presenter / Person Responsible:** ELA Teachers, Data Analyst, Principal, Assistant Principal
- **Collaborating Departments:** ELA Department as needed
- **Delivery Method:** In person.

**Funding Sources:**
- Camps - Title I (211) - 211-11-6116-04N-084-30-510-000000-23F10 - $750, Data Analyst - Title I (211) - 211-13-6119-04N-084-30-510-000000-23F10 - $75,263

### Reviews

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### Strategy 3:

**Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified by the end of the first progress report. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessment as well as course grades.**

- **Strategy's Expected Result/Impact:** Formative and summative assessments results will determine progress towards goal.
- **Staff Responsible for Monitoring:** Principal, Assistant Principal, Data Analyst, Teachers

### TEA Priorities:

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

### Problem Statements:

Student Learning 3
### Action Step 1 Details

**Action Step 1:** Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified by the end of the first progress report. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessment as well as course grades.

- **Intended Audience:** Middle school ELA as well as English I and II students.
- **Date(s) / Timeframe:** School year
- **Provider / Presenter / Person Responsible:** ELA Teachers, Data Analyst, Administrators
- **Collaborating Departments:** ELA Department as needed
- **Delivery Method:** In person

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### School Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 3:** Support needed by students to master the objectives. The pandemic has caused regression in all core areas tested (86% to 71% in 2021), especially for our Emergent Bilingual students. We increased to 81% in 2022; but, we are not at or above pre-pandemic levels. **Root Cause:** An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise, specifically differentiation & language development. Students need additional time interventions to meet state standards. Students need additional academic support beyond daily instruction. Tutorial and academic camps will need to be implemented.
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 74% to 77% by May 2023.
Increase the percentage of Emergent Bilingual who score at meets or above on STAAR English II from 37% to 40% by May 2023.

High Priority
HB3 District Goal
Evaluation Data Sources: Benchmarks and STAAR Data

Strategy 1: Tiered PD on lesson planning to include best practices for language learners. PD will include lesson planning, scaffolding, differentiation and reading practices, such as read aloud, think aloud, and comprehension strategies. It will include PD on TELPAS, ELPS, and sheltered instruction

Strategy's Expected Result/Impact: Teachers are expected to implement the best practices shared with them. Formative and summative assessments will be used by teachers to adjust their planning and teaching. Learning walks and walk-throughs will verify implementation as well as identify areas of growth

Staff Responsible for Monitoring: Principal
Assistant Principal

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

Problem Statements: Student Learning 3

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<th>Action Step 1 Details</th>
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<tr>
<td><strong>Action Step 1:</strong> Tiered PD on lesson planning to include best practices for language learners. PD will include lesson planning, scaffolding, differentiation and reading practices, such as read aloud, think aloud, and comprehension strategies. It will include PD on TELPAS, ELPS, and sheltered instruction</td>
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Strategy 2: Teachers will plan and implement two reading and writing camps. The enrichment activities will reinforce low SEs per data available at the time.

Strategy's Expected Result/Impact: Formative and summative assessments as well as benchmarks will show growth toward the targeted measure.

Staff Responsible for Monitoring: Principal
Assistant Principal
Data Analyst
Teachers

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

- ESF Levers:

- Additional Targeted Support Strategy

Problem Statements: Student Learning 3
### Action Step 1 Details

**Action Step 1:** Teachers will plan and implement two reading and writing camps. The enrichment activities will reinforce low SEs per data available at the time.

**Intended Audience:** Middle school ELA students  
**Date(s) / Timeframe:** 2022-2023  
**Provider / Presenter / Person Responsible:** ELA Teachers  
Data Analyst  
Administrators  
**Collaborating Departments:** ELA  
**Delivery Method:** In person  
**Funding Sources:** Camps - Title I (211) - 211-11-6116-04N-084-30-510-000000-23F10 - $750

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### Strategy 3

**Strategy 3:** Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified by the end of the first progress report. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessment as well as course grades.

**Strategy's Expected Result/Impact:** Formative and summative assessments results will determine progress towards goal.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Data Analyst  
Teachers

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

**Problem Statements:** Student Learning 3
Action Step 1 Details

**Action Step 1:** Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified by the end of the first progress report. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessment as well as course grades.

**Intended Audience:** Middle School Students

**Date(s) / Timeframe:** 2022-2023

**Provider / Presenter / Person Responsible:** ELA Teachers, Data Analyst, Administrator

**Collaborating Departments:** ELA Department as needed

**Delivery Method:** In person

**Funding Sources:** Tutorials - Title I (211) - 211-11-6116-04N-084-30-510-000000-23F10 - $800

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School Performance Objective 3 Problem Statements:

**Student Learning**

**Problem Statement 3:** Support needed by students to master the objectives. The pandemic has caused regression in all core areas tested (86% to 71% in 2021), especially for our Emergent Bilingual students. We increased to 81% in 2022; but, we are not at or above pre-pandemic levels. **Root Cause:** An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise, specifically differentiation & language development. Students need additional time interventions to meet state standards. Students need additional academic support beyond daily instruction. Tutorial and academic camps will need to be implemented.
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 4: Increase the percentage of middle school students who score at Meets or above on STAAR Reading by 5% by May 2023. Increase the percentage of Emergent Bilingual who score at meets or above on STAAR Reading by 5% by May 2023.

High Priority
HB3 District Goal

Evaluation Data Sources: Benchmarks and STAAR results

Strategy 1: Tiered PD on lesson planning to include best practices for language learners. PD will include lesson planning, scaffolding, differentiation and reading practices, such as read aloud, think aloud, and comprehension strategies. It will include PD on TELPAS, ELPS, and sheltered instruction

Strategy's Expected Result/Impact: Teachers are expected to implement the best practices shared with them. Formative and summative assessments will be used by teachers to adjust their planning and teaching. Learning walks and walk-throughs will verify implementation as well as identify areas of growth

Staff Responsible for Monitoring: Principal
Assistant Principal

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

Problem Statements: Demographics 2
**Action Step 1 Details**

<table>
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<tr>
<th>Action Step 1: Tiered PD on lesson planning to include best practices for language learners. PD will include lesson planning, scaffolding, differentiation and reading practices, such as read aloud, think aloud, and comprehension strategies. It will include PD on TELPAS, ELPS, and sheltered instruction</th>
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</table>

**Strategy 2:** Teachers will plan and implement two reading and writing camps. The enrichment activities will reinforce low SEs per data available at the time.

**Strategy's Expected Result/Impact:** Formative and summative assessments as well as benchmarks will show growth toward the targeted measure.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Data Analyst

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

- **ESF Levers:**

**Problem Statements:** Student Learning 3
### Action Step 1 Details

**Action Step 1:** Teachers will plan and implement two reading and writing camps. The enrichment activities will reinforce low SEs per data available at the time.

**Intended Audience:** Middle School as well as English I and II students  
**Date(s) / Timeframe:** 2022-2023  
**Provider / Presenter / Person Responsible:** ELA Teachers  
Data Analyst  
Administrators  
**Collaborating Departments:** ELA Department if needed  
**Delivery Method:** In person  
**Funding Sources:** Tutorials - SCE (199 PIC 24) - 199-11-6116-001-084-24-243-000000- - $1,000

| Strategy 3: Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified by the end of the first progress report. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessment as well as course grades. |
|-----------------|-----------------|
| **Strategy's Expected Result/Impact:** Formative and summative assessments results will determine progress towards goal. |
| **Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Data Analyst  
Teachers  |
| **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college  
- **ESF Levers:**  
- **Additional Targeted Support Strategy** |
### Action Step 1 Details

**Action Step 1:** Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified by the end of the first progress report. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessment as well as course grades.

**Intended Audience:** Middle School as well as English I and II students

**Date(s) / Timeframe:** 2022-2023

**Provider / Presenter / Person Responsible:** ELA Teachers, Administrators

**Collaborating Departments:** ELA Department

**Delivery Method:** In person

**Funding Sources:** Tutorials - SCE (199 PIC 24) - 199-13-6117-001-084-24-243-000000- - $1,000, Supplies - SCE (199 PIC 24) - 199-11-6399-001-084-24-243-000000- - $1,000

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#### School Performance Objective 4 Problem Statements:

**Demographics**

**Problem Statement 2:** All students are enrolled in advanced classes regardless of educational history. Students need additional support to meet expectations for advanced courses. **Root Cause:** Teachers have different backgrounds and expertise. Therefore, teachers are tiered for professional development, learning walks and coaching. New teachers to our district or school are coached to use more data points to plan differentiated lessons.

**Student Learning**

**Problem Statement 3:** Support needed by students to master the objectives. The pandemic has caused regression in all core areas tested (86% to 71% in 2021), especially for our Emergent Bilingual students. We increased to 81% in 2022; but, we are not at or above pre-pandemic levels. **Root Cause:** An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise, specifically differentiation & language development. Students need additional time interventions to meet state standards. Students need additional academic support beyond daily instruction. Tutorial and academic camps will need to be implemented.
**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 22% to 24% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** PSAT Results

**Strategy 1:** Provide PSAT/SAT/TSIA/ACT preparatory sessions and materials to students in addition to integrating objectives in the curriculum for math. Include SOAR time during the school day so that students can practice on PSAT skills.

**Strategy's Expected Result/Impact:** Students will become familiar with the format of the test and will develop competence in the skills tested.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
CCR Coach
Teachers

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

- **ESF Levers:**

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

<table>
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<th>Action Step 1 Details</th>
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<tr>
<td><strong>Action Step 1:</strong> Provide PSAT/SAT/TSIA/ACT preparatory sessions and materials to students in addition to integrating objectives in the curriculum for reading.</td>
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### School Performance Objective 1 Problem Statements:

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<td><strong>Problem Statement 1:</strong> High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. <strong>Root Cause:</strong> Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.</td>
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<tr>
<th>School Processes &amp; Programs</th>
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<tr>
<td><strong>Problem Statement 2:</strong> 22% of students meet the Math PSAT benchmark. <strong>Root Cause:</strong> Students need additional practice time and structures</td>
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</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 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 44% to 60% by May 2023 and the percentage of Emergent Bilingual from 27% to 40% by May 2023.

- High Priority
- HB3 District Goal
- Evaluation Data Sources: Benchmarks and STAAR data

Strategy 1: Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified of the need to attend. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessments as well as course grades.

- Strategy's Expected Result/Impact: Teachers will use formative and summative assessments besides MAP results to guide the lessons and the contents of the tutorials.
- Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, Teachers

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

Problem Statements: Student Learning 3
**Action Step 1 Details**

**Intended Audience:** Middle school and Algebra I students  
**Date(s) / Timeframe:** 2022-2023  
**Provider / Presenter / Person Responsible:** Math Teachers, Administrators  
**Collaborating Departments:** Math Department  
**Delivery Method:** In person  

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**Strategy 2:** Teachers will implement at least 2 math camps. The enrichment activities will reinforce low SEs per data available. Student data will be used in the planning of the camp and a post-assessment will guide teachers to plan tutorials and the next camp.

**Strategy's Expected Result/Impact:** Student growth as evidence by assessment results

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Data Analyst, Teachers

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

**ESF Levers:**

**Problem Statements:** Demographics 2 - Student Learning 3
**Action Step 1 Details**

**Action Step 1:** Teachers will implement at least 2 math camps. The enrichment activities will reinforce low SEs per data available. Student data will be used in the planning of the camp and a post-assessment will guide teachers to plan tutorials and the next camp.

- **Intended Audience:** Math middle school and Algebra I students
- **Date(s) / Timeframe:** 2022-2023
- **Provider / Presenter / Person Responsible:** Math Teachers
  - Data Analysts
  - Administrators
- **Collaborating Departments:** Math Department
- **Delivery Method:** In person
- **Funding Sources:** Tutorials and Camps - SCE (199 PIC 24) - 199-13-6117-001-084-24-243-000000- - $615

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**Strategy 3:** Tiered PD on lesson planning to include best practices for language learners. PD will include lesson planning, scaffolding, differentiation and mathematics best practices such as small group, problem-solving, connecting to other disciplines and real life, as well as process strategies. It will include PD on differentiaition, scaffolding and sheltered instruction.

- **Strategy's Expected Result/Impact:** Learning Walks will identify areas of growth prior to PD. Teachers will develop and implement focused lesson plans to meet the needs of students. Walkthroughs will verify implementation of best practices.
- **Staff Responsible for Monitoring:** Principal
  - Assistant Principal
  - Data Analyst
  - Teachers

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

- **ESF Levers:**
- **Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1, 2
### Action Step 1 Details

**Action Step 1:** Tiered PD on lesson planning to include best practices for language learners. PD will include lesson planning, scaffolding, differentiation and mathematics best practices such as small group, problem-solving, connecting to other disciplines and real life, as well as process strategies. It will include PD on differentiation, scaffolding and sheltered instruction.

- **Intended Audience:** Teaching staff
- **Date(s) / Timeframe:** 2022-2023
- **Provider / Presenter / Person Responsible:** Administrators Specialists
- **Collaborating Departments:** Math Department
- **Delivery Method:** In person

### Reviews

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### School Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 1:** On average, at risk and EL students performed 10% lower than their counterpart. **Root Cause:** School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. Students have come in content and language gaps which will need to be addressed through quality instruction and tutoring.

**Problem Statement 2:** All students are enrolled in advanced classes regardless of educational history. Students need additional support to meet expectations for advanced courses. **Root Cause:** Teachers have different backgrounds and expertise. Therefore, teachers are tiered for professional development, learning walks and coaching. New teachers to our district or school are coached to use more data points to plan differentiated lessons.

#### Student Learning

**Problem Statement 3:** Support needed by students to master the objectives. The pandemic has caused regression in all core areas tested (86% to 71% in 2021), especially for our Emergent Bilingual students. We increased to 81% in 2022; but, we are not at or above pre-pandemic levels. **Root Cause:** An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise, specifically differentiation & language development. Students need additional time interventions to meet state standards. Students need additional academic support beyond daily instruction. Tutorial and academic camps will need to be implemented.
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 percentage of students who score at Meets or above on STAAR Math Middle School by 5%. Increase the percentage of Emergent Bilingual who score at Meets or above on STAAR Math Middle School by 5%.

- High Priority
- HB3 District Goal
- Evaluation Data Sources: Benchmarks, STAAR data, summative/formative assessments.

Strategy 1: Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified of the need to attend. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessments as well as course grades.

- Strategy's Expected Result/Impact: Teachers will use formative and summative assessments besides MAP results to guide the lessons and the contents of the tutorials.
- Staff Responsible for Monitoring: Principal
  Assistant Principal
  Data Analyst
  Teachers

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

Problem Statements: Demographics 1, 2 - Student Learning 3
### Action Step 1 Details

**Action Step 1:** Teachers will implement mandatory tutorials for students who are not on level. Students and parents will be notified of the need to attend. Tutorials will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative, summative assessments as well as course grades.

- **Intended Audience:** Middle School Students
- **Date(s) / Timeframe:** 2022-2023
- **Provider / Presenter / Person Responsible:** Math Teachers
- **Data Analysts**
- **Administrators**
- **Collaborating Departments:** Math Department
- **Delivery Method:** In person

**Funding Sources:** Tutorials and Camps - Title I (211) - 211-11-6116-04N-084-30-510-000000-23F10 - $750

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**Strategy 2:** Teachers will implement at least 2 math camps. The enrichment activities will reinforce low SEs per data available. Student data will be used in the planning of the camp and a post-assessment will guide teachers to plan tutorials and the next camp.

- **Strategy's Expected Result/Impact:** Student growth as evidence by assessment results
- **Staff Responsible for Monitoring:** Principal
  - Assistant Principal
  - Data Analyst
  - Teachers

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

- **ESF Levers:**

- **Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1, 2 - Student Learning 3
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<tr>
<th>Action Step 1 Details</th>
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<td><strong>Action Step 1:</strong> Teachers will implement at least 2 math camps. The enrichment activities will reinforce low SEs per data available. Student data will be used in the planning of the camp and a post-assessment will guide teachers to plan tutorials and the next camp.</td>
<td><strong>Reviews</strong></td>
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<tr>
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<td><strong>Formative</strong></td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> 2022-2023</td>
<td><strong>Summative</strong></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Math Teachers</td>
<td>Nov</td>
</tr>
<tr>
<td>Data Analyst</td>
<td></td>
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<tr>
<td>Administrators</td>
<td></td>
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<tr>
<td><strong>Collaborating Departments:</strong> Math Department</td>
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<tr>
<td><strong>Delivery Method:</strong> In person</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Tutorials and Camps - Title I (211) - 211-11-6116-04N-084-30-510-000000-23F10 - $750</td>
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</tr>
</tbody>
</table>

| Strategy 3: Tiered PD on lesson planning to include best practices for language learners. PD will include lesson planning, scaffolding, differentiation and mathematics best practices such as small group, problem-solving, connecting to other disciplines and real life, as well as process strategies. It will include PD on differentiation, scaffolding and sheltered instruction. |
| Strategy's Expected Result/Impact: Learning Walks will identify areas of growth prior to PD. Teachers will develop and implement focused lesson plans to meet the needs of students. Walkthroughs will verify implementation of best practices. |
| **Staff Responsible for Monitoring:** Principal | | | | |
| Assistant Principal | | | | |
| Data Analyst | | | | |
| Teachers | | | | |

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

| Problem Statements: | |
| Demographics 2 | | | | |
## Action Step 1 Details

**Action Step 1:** Tiered PD on lesson planning to include best practices for language learners. PD will include lesson planning, scaffolding, differentiation and mathematics best practices such as small group, problem-solving, connecting to other disciplines and real life, as well as process strategies. It will include PD on differentiation, scaffolding and sheltered instruction.

- **Intended Audience:** Teaching staff
- **Date(s) / Timeframe:** 2022-2023
- **Provider / Presenter / Person Responsible:** Administrators
- **Specialists**
- **Collaborating Departments:** Bilingual/ESL
- Special Education
- G/T
- **Delivery Method:** In person

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

### School Performance Objective 3 Problem Statements:

#### Demographics

**Problem Statement 1:** On average, at risk and EL students performed 10% lower than their counterpart. **Root Cause:** School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. Students have come in content and language gaps which will need to be addressed through quality instruction and tutoring.

**Problem Statement 2:** All students are enrolled in advanced classes regardless of educational history. Students need additional support to meet expectations for advanced courses. **Root Cause:** Teachers have different backgrounds and expertise. Therefore, teachers are tiered for professional development, learning walks and coaching. New teachers to our district or school are coached to use more data points to plan differentiated lessons.

#### Student Learning

**Problem Statement 3:** Support needed by students to master the objectives. The pandemic has caused regression in all core areas tested (86% to 71% in 2021), especially for our Emergent Bilingual students. We increased to 81% in 2022; but, we are not at or above pre-pandemic levels. **Root Cause:** An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise, specifically differentiation & language development. Students need additional time interventions to meet state standards. Students need additional academic support beyond daily instruction. Tutorial and academic camps will need to be implemented.
**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 98% to 100% by May 2023.

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

**Strategy 1:** Ensure student continue to have paths to CCMR readiness.
To enroll students who have not met CCMR by the beginning of 12th grade to Texas College Bridge and provide them with support as needed (tutorials and materials).

**Strategy's Expected Result/Impact:** Increase CCMR rate.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Counselor
CCR Coach
Success Coach

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

**Problem Statements:** Student Learning 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> To enroll students who have not met CCMR by the beginning of 12th grade to Texas College Bridge and provide them with support as needed (tutorials and materials).</td>
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<tr>
<td><strong>Intended Audience:</strong> 12th graders</td>
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<td>Nov</td>
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</tbody>
</table>
Date(s) / Timeframe: 2022-2023  
Provider / Presenter / Person Responsible: Mrs. Young  
CCR Coach  
Counselors  
Collaborating Departments: Counseling  
CCR  
Delivery Method: In-person  

School Performance Objective 1 Problem Statements:  

<table>
<thead>
<tr>
<th>Student Learning</th>
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<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. <strong>Root Cause:</strong> Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.</td>
</tr>
</tbody>
</table>
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 95% to 97% by May 2023. Increase the percentage of Bilingual Emergent from 95% to 97% by May 2023.

High Priority
HB3 District Goal

Evaluation Data Sources: ADQ Server

Strategy 1: Implement "high school enrichment" for freshmen to allow students to check grades, finish work and learn about high school concepts such as GPA, class rank...

Strategy's Expected Result/Impact: Decrease in the number of students failing 1 or more classes.

Staff Responsible for Monitoring: Principal
Assistant Principal
Success Coach
Counselors
CCR Coach

Problem Statements: Student Learning 3

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<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Implement &quot;high school enrichment&quot; for freshmen to allow students to check grades, finish work and learn about high school concepts such as GPA, class rank...</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> All staff</td>
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<tr>
<td><strong>Collaborating Departments:</strong> None</td>
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<tr>
<td><strong>Delivery Method:</strong> In person</td>
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</table>

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 2: Provide incentives to students with Bs or Better.

Strategy's Expected Result/Impact: Decrease in the number of students failing 1 or more classes.

Staff Responsible for Monitoring: Principal
Assistant Principal
Success Coach
Counselors
CCR Coach

ESF Levers:
Lever 3: Positive School Culture

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<th>Action Step 1 Details</th>
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<td>Action Step 1: Incentives for students with Bs or better</td>
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<td>Intended Audience: Freshmen</td>
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<td>Date(s) / Timeframe: Each six-week cycle through the year.</td>
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<td>Provider / Presenter / Person Responsible: FSC Administrators</td>
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<td>Collaborating Departments: None</td>
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<td>Delivery Method: In person</td>
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</table>

School Performance Objective 2 Problem Statements:

**Student Learning**

**Problem Statement 3**: Support needed by students to master the objectives. The pandemic has caused regression in all core areas tested (86% to 71% in 2021), especially for our Emergent Bilingual students. We increased to 81% in 2022; but, we are not at or above pre-pandemic levels. **Root Cause**: An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise, specifically differentiation & language development. Students need additional time interventions to meet state standards. Students need additional academic support beyond daily instruction. Tutorial and academic camps will need to be implemented.
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 100% to 100% by May 2023.

High Priority
HB3 District Goal

Evaluation Data Sources: STAAR scores

Strategy 1: Tutorials and camps for student needing additional assistance.

Strategy's Expected Result/Impact: Maintain 100% of students who have successfully completed Algebra I by the end of 9th grade

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

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

- ESF Levers:

Problem Statements: Student Learning 3

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Action Step 1: Weekly tutoring and Saturday camps provided to address any areas of need based on data.</td>
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<tr>
<td><strong>Intended Audience:</strong> Middle school Math and Algebra I students</td>
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<td><strong>Date(s) / Timeframe:</strong> 2022-2023</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Math Teachers</td>
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<td>Data Analyst</td>
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<td>Administrators</td>
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<tr>
<td><strong>Collaborating Departments:</strong> Math Department</td>
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<td><strong>Delivery Method:</strong> In-person</td>
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<td><strong>Summative</strong></td>
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0% No Progress  100% Accomplished  Continue/Modify  Discontinue

School Performance Objective 3 Problem Statements:
| **Problem Statement 3**: Support needed by students to master the objectives. The pandemic has caused regression in all core areas tested (86% to 71% in 2021), especially for our Emergent Bilingual students. We increased to 81% in 2022; but, we are not at or above pre-pandemic levels. **Root Cause**: An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise, specifically differentiation & language development. Students need additional time interventions to meet state standards. Students need additional academic support beyond daily instruction. Tutorial and academic camps will need to be implemented. |
**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 48% to 55% by May 2023.

- **High Priority**
- **HB3 District Goal**
- **Evaluation Data Sources:** ACT/SAT data

**Strategy 1:** Provide PSAT/SAT/TSIA/ACT preparatory sessions and materials to students in addition to integrating objectives in the curriculum for reading.

- **Strategy's Expected Result/Impact:** Students will become familiar with the format of the test and will develop competence in the skills tested.
- **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and CCR Coach

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

**Problem Statements:** Student Learning 1

---

**Action Step 1 Details**

<table>
<thead>
<tr>
<th>Action Step 1: Provide PSAT/SAT/TSIA/ACT preparatory sessions and materials to students in addition to integrating objectives in the curriculum for reading.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> High school students</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> 2022-2023</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Mrs. Young Administrators PSS Data Analyst</td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> Innovation</td>
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<tr>
<td><strong>Delivery Method:</strong> In person</td>
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<table>
<thead>
<tr>
<th>Reviews</th>
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<td>Formative</td>
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<td>Summative</td>
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<td>Nov</td>
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</tbody>
</table>

- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**

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**School Performance Objective 4 Problem Statements:**
| **Problem Statement 1**: High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. **Root Cause**: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests. |
**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 5% to 2% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Focus Software

**Strategy 1:** Attendance Committee to review reports.
Meetings/contacts with parents to resolve the root cause of absences

**Strategy's Expected Result/Impact:** Decrease the number of chronic absences

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Family Engagement Specialist
Counselors
Success Coach

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

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Contact will be made with the parents of students who are absent to determine the root cause of absences and provide support/resources as needed. Regular information sessions will be held to inform parents of the importance of attendance through parent engagement classes. Attendance recognitions/incentives will be provided to students with perfect or outstanding attendance.</td>
<td>Nov</td>
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</table>

**Intended Audience:** Parents

**Date(s) / Timeframe:** 2022-2023

**Provider / Presenter / Person Responsible:** Principal
Assistant Principal
Family Engagement Specialist
Counselors
Success Coach

**Collaborating Departments:** Parent Engagement

**Delivery Method:** In person and virtual

| | 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 2: Increase positive response by students on engagement on the climate survey from 25% to 30% by May 2023. Increase the positive response by white students from 16% to 21% in engagement.

High Priority
HB3 District Goal
Evaluation Data Sources: Panorama

Strategy 1: To provide support and activities for incoming students and students learning Spanish for the first time in an effort to increase engagement and a sense of belonging

Strategy's Expected Result/Impact: To increase engagement and a sense of belonging
Staff Responsible for Monitoring: Principal
Assistant Principal
Success Coach

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Demographics 3 - Perceptions 1

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<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Intended Audience:</strong> All students</td>
<td>Formative</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> 2022-2023</td>
<td>Nov</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Staff</td>
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<td><strong>Collaborating Departments:</strong> After-school program</td>
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<td><strong>Delivery Method:</strong> In person.</td>
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**Funding Sources:** Events, clubs and promotion of activities - Title I (211) -
- 211-11-6499-04N-084-30-510-000000-23F10 - $750, Events, clubs and promotion of activities - Title I (211) -
- 211-61-6499-04L-084-30-510-000000-23F10 - $750, Events, clubs and promotion of activities - Title I (211) -
- 211-61-6399-04L-084-30-510-000000-23F10 - $849
### Action Step 2 Details

**Action Step 2:** Provide a transition camp for incoming students.

**Intended Audience:** Incoming Students  
**Date(s) / Timeframe:** First week in August  
**Provider / Presenter / Person Responsible:** Administrator, Teachers  
**Delivery Method:** In person  

**Funding Sources:** Planning for summer camp - Title I (211) - 211-11-6116-0PD-084-30-510-000000-23F10 - $319, Summer Transition Camp Teaching - Title I (211) - 211-11-6116-04N-084-30-510-000000-23F10 - $1,700

### Action Step 3 Details

**Action Step 3:** To implement family engagement events during and after-school

**Intended Audience:** Families  
**Date(s) / Timeframe:** 2022-2023  
**Provider / Presenter / Person Responsible:** Administrators, Family Engagement Specialist  
**Delivery Method:** In-Person  

**Funding Sources:** - Parent Engagement - 211-61-6299-04L-084-30-510-000000-23F10 - $2,349

### Strategy 2:

**Strategy 2:** To train teachers on strategies to boost engagement perceptions.

**Strategy's Expected Result/Impact:** To increase engagement perceptions amongst students.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Interventionist, Success Coach

**ESF Levers:**  
Lever 3: Positive School Culture
Action Step 1 Details

**Intended Audience:** Teaching staff
**Date(s) / Timeframe:** Fall 2022
**Provider / Presenter / Person Responsible:** Administrators
**Collaborating Departments:** Student Support Services as necessary
**Delivery Method:** In person

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**Strategy 3:** Provide assistance to students learning Spanish as non-heritage speaker to increase instructional engagement and success

**Strategy's Expected Result/Impact:** Student increase their engagement and language proficiency in Spanish

**Staff Responsible for Monitoring:** Administrators, Spanish Teachers

**TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
  - Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 3

Action Step 1 Details

**Intended Audience:** New Spanish speakers
**Date(s) / Timeframe:** 22-23
**Provider / Presenter / Person Responsible:** Teacher Assistant
**Collaborating Departments:** World Languages
**Delivery Method:** In person

**Funding Sources:** Teacher Assistant - Title I (211) - 211-11-6129-04N-084-30-510-000000-23F10 - $28,629

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<td>Formative</td>
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<td>Nov</td>
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School Performance Objective 2 Problem Statements:
## Demographics

**Problem Statement 3:** Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. **Root Cause:** New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need support.

## Perceptions

**Problem Statement 1:** Decline in team building activities for staff and students. **Root Cause:** COVID has restricted social interactions.
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 from 1 to 0 by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Focus

Strategy 1: Principal and Assistant Principal continue to use restorative practices.

Strategy's Expected Result/Impact: To decrease out of school suspensions.

Staff Responsible for Monitoring: Principal
Assistant Principal

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Principal and Assistant Principal continue to use restorative practices.</td>
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<td><strong>Intended Audience:</strong> Administrators</td>
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<td><strong>Date(s) / Timeframe:</strong> 2022-2023</td>
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<td><strong>Delivery Method:</strong> In person</td>
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- % No Progress
- 100% Accomplished
- Continue/Modify
- Cross Discontinue

School Performance Objective 3 Problem Statements:

Perceptions

**Problem Statement 1:** Decline in team building activities for staff and students. **Root Cause:** COVID has restricted social interactions.
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 12 to 16 by May 2023.

   Evaluation Data Sources: Posters, agendas

Strategy 1: To host parent meetings in-person or virtually to facilitate engagement of diverse groups and to accommodate schedules

   Strategy's Expected Result/Impact: Increase in the number of parents participating in parent engagement activities.

   ESF Levers: Lever 4: High-Quality Curriculum

   Problem Statements: Perceptions 2

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
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<td><strong>Action Step 1:</strong> To host parent meetings in-person or virtually to facilitate engagement of diverse groups and to accommodate schedules</td>
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<td>Success Coach</td>
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<td>CCR Coach</td>
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School Performance Objective 4 Problem Statements:

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<th>Perceptions</th>
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<tbody>
<tr>
<td><strong>Problem Statement 2:</strong> Decline in parent engagement events. <strong>Root Cause:</strong> COVID has restricted social interactions.</td>
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<tr>
<td>District Goal</td>
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### Title I (211)

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<th>Strategy</th>
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<td>Events, clubs and promotion of activities</td>
<td>Snacks or incentives for students</td>
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<tr>
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<td>Summer Transition Camp Teaching</td>
<td>Extra duty pay for tutoring after hours (Teacher)</td>
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**Budgeted Fund Source Amount** $115,560.00

**+/− Difference** $0.00

### SCE (199 PIC 24)

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<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>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td>3</td>
<td>Supplies</td>
<td>Supplies and materials for instructional use</td>
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<td>Tutorials</td>
<td>Tutors with degree or certified</td>
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**Budgeted Fund Source Amount** $5,865.00

**+/− Difference** $0.00
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<th>District Goal</th>
<th>School Performance Objective</th>
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<th>Resources Needed</th>
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<th>Amount</th>
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**Sub-Total** $2,349.00

**Budgeted Fund Source Amount** $2,349.00

**+/− Difference** $0.00

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### BEA (199 PIC 25)

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<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>
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<tbody>
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| 2             |                               | 2        | 1           | 1                | Supplies    | 199-11-6399-001-084-25-243-000000 | $1,306.00 |

**Sub-Total** $2,656.00

**Budgeted Fund Source Amount** $2,656.00

**+/− Difference** $0.00

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**Grand Total Budgeted** $126,430.00

**Grand Total Spent** $126,430.00

**+/− Difference** $0.00