Fort Worth Independent School District

085 Marine Creek Collegiate High School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Mission Statement

Students will be provided a compass to aid them in their journey while anchoring them in their values to help them navigate the seas of life.

Vision

MCCHS will continue to develop and refine our navigational systems and approaches to support students as they embark on their chosen journey.

Value Statement

Service
Honesty
Accountability
Respect
Kindness
Scholarship
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Demographics

Demographics Summary

In collaboration with Tarrant County College (TCC) Northwest Campus, Marine Creek Collegiate High School (MCCHS) was developed in 2010 to give students the opportunity to graduate with a high school diploma, an associate degree, and advanced skills for the 21st century workplace.

Housed on the beautiful TCC Northwest Campus, MCCHS is a Fort Worth ISD Gold Seal School of Choice focusing on high academic achievement and equipping scholars with high level college readiness skills. Because of this intense focus on academics, MCCHS only offers UIL academic competitive teams.

COURSE OFFERINGS:

Marine Creek Collegiate High School offers an Associate of Arts degree with the following high school diploma endorsements options:

- Arts and Humanities
- Multidisciplinary Studies
- STEM (Science, Technology, Engineering, Math)

Mission Statement

- Students will be provided a compass to aid them in their journey while anchoring them in their values to help them navigate the seas of life.

Vision Statement

- MCCHS will continue to develop & refine our navigational systems and approaches to support students as they embark on their chosen journey.

Values

- Service
- Honesty
- Accountability
- Respect
- Kindness
- Scholarship

Demographics Strengths

MCCHS continues to recruit and serve at-risk, economically disadvantaged students that represent our communities in FWISD.
For Early College with TEA:

Economically Disadvantage 83% (No more than 10% points under district (grades 9-12))  (Last year - 88%)
At-Risk 48% (No more than 25% points under district (grades 9-12))

These data are for informational purposes ONLY and are not used to determine an ECHS’s designation status:

Hispanic:  81.41% (80% - last year)
African American:  7.04% (7% - last year)
White:  5.63% (7% - last year)
Other:  1.97% (6% - last year)
Male:  44.51% (39.25% - last year)
Total student for 2022-2023:  355

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MCCHS targets students that reflect the FWISD demographics during recruitment. Root Cause: MCCHS continues to receive applications mainly from those schools that are closer to our campus in the north Fort Worth Area.

Problem Statement 2: MCCHS Must serve at-risk incoming 9th graders and economically disadvantaged students. Root Cause: MCCHS continues to receive applications mainly from those schools that are closer to our campus in the north Fort Worth Area.
Student Learning

Student Learning Summary

MARINE CREEK COLLEGIATE H S earned an A (97) 2021-2022 for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

MCCHS earned 2 distinction designations, or awards for outstanding performance.

- Comparative Academic Growth
- Comparative Closing the Gaps

Student Learning Strengths

MCCHS 2022 Data on EOCs:

- 94% Passed Algebra I, 65% Meets, 40% Masters
- 98% (69%) Passed Biology, 73% (36%) Meets, 20% (9%) Masters  Note: No students tested for Biology in Spring 2021
- 89% (49%) Passed ELA I, 73% (33%) Meets, 18% (4%) Masters
- 94% (57%) Passed ELA 2, 84% (41%) Meets, 10% (3%) Masters
- 100% (83%) Passed US History, 79% (56%) Meets, 51% (28%) Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MCCHS students are not scoring as high on Algebra I on Meets as compared to English I and II, US History, and Biology. Root Cause: Math Department needs to focus more on vertical alignment and data-driven lesson plans to support deficiencies from the last couple of years.

Problem Statement 2: MCCHS students are not scoring as high on English I/II on Masters as compared to Algebra I, US History, and Biology. Root Cause: English Department needs to focus more on vertical alignment and data-driven lesson plans to support deficiencies from the last couple of years.
School Processes & Programs

School Processes & Programs Summary

Marine Creek Collegiate High School ensures that stakeholders in our learning community are invested in the progression of sustainable success instructionally through AVID, ECHS-specific, Pre-AP College Board, and Gifted and Talented certification training. As an AVID schoolwide campus, our goal is to be certified with distinction within five years. To ensure and maintain a college-going culture and expectation, all grade levels visit at least two universities. One within and one outside of the Dallas-Fort Worth Area. Additionally, all grade levels serve through participation in one community service project per school year. For greater learning community impact and connection, MCCHS implements a dedicated parent night each semester, and remains diligent with fostering the relationship with TCC Northwest Campus, and seeks opportunities to solidify community investment through the success of the MCCHS Golf Tournament.

School Processes & Programs Strengths

Marine Creek College High School will facilitate and implement goals to increase the level and quality of Tier I instruction through monitoring best practices in differentiate instruction, formative assessment, checking for understanding, questioning techniques, and embedded technology. FWISD Professional Development will provide support and curricular resources for sustainable Tier I instructional implementation. MCCHS administration, leadership, and instructional teams will revisit campus wide lesson plans, review lesson cycles that produce high quality instruction (“I Do, We Do, You Do”) through Department PLCs, model AVID strategies at every faculty meeting, and conduct ECHS-specific training between TCC Northwest and MCCHS staff will foster greater opportunities for collegiality and collaboration for student success. The MCCHS leadership team will also facilitate processes to evaluate our college-going culture by assessing expectations during college level visits and collaborating with funding sources for continued support for transportation for college visits and service projects. To increase our family and community engagement, we will plan PTA recruiting campaigns (events and fundraisers), recruit support from local businesses, and find innovative ways to reach out Spanish speaking parents.

Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Our students and teachers are starting to experience a new Tier I best practices when it comes to student engagement and formative/summative assessment during this post-pandemic of education. **Root Cause:** In our PLC and Professional development we will reset our Tier I best practices to focus on AVID strategies to include but not limited to focus note taking, checking for understanding, and embedded technology.

**Problem Statement 2:** Our students are struggling to maintain a high passing rate during progress report time frames during the school year. **Root Cause:** MCCHS students are not focus during the beginning of each six weeks and begin to feel a sense of urgency during the end of each six weeks.
Perceptions

Perceptions Summary

Marine Creek Collegiate High School has created a safe and secure learning environment where students are encouraged to take risks, overcome challenges, and celebrate growth (both academic and personal). From our freshman orientation to our graduation celebration, we foster student independence and self-sufficiency. Our students are equipped and empowered to meet the challenges of their college classes, both now and in the future of their educational journeys.

Our campus is an inclusive environment that fosters the intrinsic motivation and cultivates the individual strengths of every student. As a campus community, we value the diversity of our student body and provide culturally relevant instruction. By establishing the AVID program schoolwide, we provide additional support and refine important academic skills in our dually-enrolled students. We utilize our advisory period to mentor students, strengthen relationships, and monitor student progress, sharing in the joys and challenges of each individual academic journey. Our faculty and staff invest their time and talents into multiple extracurricular opportunities for our students, supporting the enrichment and holistic development of each individual.

At Marine Creek, every stakeholder is a valued and respected member of our campus community. Administrators and teachers work in close collaboration, sharing innovative ideas to improve the quality of Tier I Instruction. Our accomplishments at Marine Creek would not be possible without the exceptional partnership that we share with Tarrant County College and the relationships we nurture with our students’ parents/guardians and local community.

Perceptions Strengths

According to our Panorama Teacher survey (15 out of 17), Teachers feel:

- 93% Inviting Working Environment
- 84% Staff-Leadership Relationships
- 77% Cultural Awareness & Action (Student Focus)
- 75% Educating All Students

According to our Panorma Student Survey (154 out of 367), Students feel:

- 82% Supportive Relationship
- 74% Diversity & Inclusion

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to our Student Survey, only 24% of students responded favorably to student engagement at MCCHS. **Root Cause:** Rebuilding and fostering relationships throughout the year and have intentional transitions with the entire learning community as we begin establishing procedures and systems after a pandemic shutdown of our schools and recovering into our new normal.

Problem Statement 2: According to our Student Survey, only 20% of our students are eager to participate at MCCHS. **Root Cause:** Rebuilding and fostering relationships.
throughout the year and have intentional transitions with the entire learning community as we begin establishing procedures and systems after a pandemic shutdown of our schools and recovering into our new normal.
Priority Problem Statements

Problem Statement 1: MCCHS targets students that reflect the FWISD demographics during recruitment.
Root Cause 1: MCCHS continues to receive applications mainly from those schools that are closer to our campus in the north Fort Worth Area.
Problem Statement 1 Areas: Demographics

Problem Statement 2: MCCHS students are not scoring as high on Algebra I on Meets as compared to English I and II, US History, and Biology.
Root Cause 2: Math Department needs to focus more on vertical alignment and data-driven lesson plans to support deficiencies from the last couple of years.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our students and teachers are starting to experience a new Tier I best practices when it comes to student engagement and formative/summative assessment during this post-pandemic of education.
Root Cause 3: In our PLC and Professional development we will reset our Tier I best practices to focus on AVID strategies to include but not limited to focus note taking, checking for understanding, and embedded technology.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to our Student Survey, only 24% of students responded favorably to student engagement at MCCHS.
Root Cause 4: Rebuilding and fostering relationships throughout the year and have intentional transitions with the entire learning community as we begin establishing procedures and systems after a pandemic shutdown of our schools and recovering into our new normal.
Problem Statement 4 Areas: Perceptions
Comprehensive Needs Assessment Data Documentation

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

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

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

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Section 504 data
- Homeless data
• Gifted and talented data
• Dyslexia data
• Response to Intervention (RtI) student achievement 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

**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
• Other additional data
District Goals

District Goal 1: Increase the percentage of English I & II students who score at meets grade level or above on English I & II EOC from 73%/84% to 80%/90% 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 67%/60% to 69%/59% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 70%/62 to 72%/65% by May 2023.

Strategy 1: During our Advisory & Study Skills all students will be working from 11:00 - 11:45 on the following items on-line: PSAT, SAT, ACT, TSI, TX EOCs, and Dual Credit (9+ hours). Students will also be traveling with teachers to visit at least 1 college/university within the DFW area and at least 1 college/university outside the DFW Area.

  Strategy's Expected Result/Impact: Our PLC will meet regularly and discuss best practices to reach campus goals.

  Staff Responsible for Monitoring: Instructional Leadership Team will monitor twice every six weeks and during our coaching conversations with each individual teacher. Purchase supplies, materials, and resources for classroom instruction.

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

- ESF Levers:

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: 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>: All students will attend with teacher and parents at least 1 college/university within the DFW area and at least 1 college/university outside the DFW Area.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience</strong>: All Students travel cost and Teacher extra-duty pay</td>
<td>Nov</td>
</tr>
</tbody>
</table>
Date(s) / Timeframe: August 2022 to May 2023
Provider / Presenter / Person Responsible: AVID Site Team
Collaborating Departments: AVID
Funding Sources: - Title I (211) - 211-11-6412-04N-085-30-510-000000-23F10 - $25,000, - Title I (211) - 211-11-6116-04N-085-30-510-000000-23F10 - $6,000

School Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
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<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> Our students and teachers are starting to experience a new Tier I best practices when it comes to student engagement and formative/summative assessment during this post-pandemic of education. <strong>Root Cause:</strong> In our PLC and Professional development we will reset our Tier I best practices to focus on AVID strategies to include but not limited to focus note taking, checking for understanding, and embedded technology.</td>
</tr>
</tbody>
</table>
District Goal 1: Increase the percentage of English I & II students who score at meets grade level or above on English I & II EOC from 73%/84% to 80%/90% 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 73% to 80% by May 2023.
Increase the percentage of ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 73% to 80% by May 2023.

High Priority
HB3 District Goal

Strategy 1: Ensure that all teachers are trained in AVID & using as many strategies as possible learned from TEA/MCCHS/ECHS/AVID professional development.

Strategy's Expected Result/Impact: Will meet with all departments at least once a month and discuss what supplies, materials, programs, reading materials, etc.. are need for all classrooms.

Staff Responsible for Monitoring: Instructional Leadership Team will monitor twice every six weeks and during our coaching conversations with each individual teacher. And meet with Department coaches as needed to meet campus goals. Purchase supplies, materials, reading materials, and resources for classroom instruction.

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: 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> MCCHS Teachers attend AVID SI 2023 in June. All new teachers must attend and those needing an update.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> MCCHS Teachers</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> June 2023</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> AVID Institute</td>
<td></td>
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<tr>
<td><strong>Funding Sources:</strong> - Title I (211) - 211-13-6411-04N-085-30-510-000000-23F10 - $10,000</td>
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</tbody>
</table>

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Campus #085
October 17, 2022 10:42 PM
### Action Step 2 Details

**Action Step 2:** Purchase supplies, materials, reading materials (books, novels, on-line subscriptions), resources for classroom instruction, calculators, etc...

**Intended Audience:** Students

**Date(s) / Timeframe:** August 2022 to May 2023

**Provider / Presenter / Person Responsible:** Teachers and Leadership Team

**Funding Sources:**
- SCE (199 PIC 24) - 199-11-6399-001-085-24-243-000000 - $3,094
- BEA (199 PIC 25) - 199-11-6399-001-085-25-243-000000 - $891
- Title I (211) - 211-11-6399-04N-085-30-510-000000-23F10 - $16,160

### Reviews

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<th>Summative</th>
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<tr>
<td>Nov</td>
<td>Jan</td>
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### School Performance Objective 2 Problem Statements:

**School Processes & Programs**

**Problem Statement 1:** Our students and teachers are starting to experience a new Tier I best practices when it comes to student engagement and formative/summative assessment during this post-pandemic of education. **Root Cause:** In our PLC and Professional development we will reset our Tier I best practices to focus on AVID strategies to include but not limited to focus note taking, checking for understanding, and embedded technology.
District Goal 1: Increase the percentage of English I & II students who score at meets grade level or above on English I & II EOC from 73%/84% to 80%/90% 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 84% to 90% by May 2023.
Increase the percentage of ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 84% to 90% by May 2023.

High Priority
HB3 District Goal
Evaluation Data Sources: FWISD Benchmarks & EOC

Strategy 1: Support students in tutoring as needed and during our "Sink or Swim" Nights to lower the students that are failing classes each six weeks.

Strategy's Expected Result/Impact: Failure Rates each Six Weeks
Staff Responsible for Monitoring: All Teachers and Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs

<table>
<thead>
<tr>
<th>Problem Statement 1</th>
<th>School Processes &amp; Programs</th>
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<tbody>
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<td>Problem Statement 1: Our students and teachers are starting to experience a new Tier I best practices when it comes to student engagement and formative/summative assessment during this post-pandemic of education. <strong>Root Cause:</strong> In our PLC and Professional development we will reset our Tier I best practices to focus on AVID strategies to include but not limited to focus note taking, checking for understanding, and embedded technology.</td>
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</tbody>
</table>
**District Goal 2:** Increase the percentage of Algebra I students who score at meets grade level or above on Algebra I EOC from 65% to 80% by August 2024.

**School Performance Objective 1:** Increase the percentage of 9th (Class of 2025) and 10th students who meet the grade level benchmark in mathematics on PSAT from 56% to 61% by May 2023. Increase the percentage of ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 56% to 61% by May 2023.

**Strategy 1:** Tutoring Support for all students after hours and during "Sink or Swim" Nights

- **Strategy's Expected Result/Impact:** Failure Rates each Six Weeks
- **Staff Responsible for Monitoring:** All Teachers and Leadership Team

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

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

**Problem Statements:** School Processes & Programs 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
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<tr>
<td>Action Step 1: Tutoring Support for all students after hours and during &quot;Sink or Swim&quot; Nights</td>
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<tr>
<td><strong>Intended Audience:</strong> Students and Teachers</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> August 2022 to May 2023</td>
<td><strong>Nov</strong></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> All Teachers and Leadership Team</td>
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<tr>
<td><strong>Funding Sources:</strong> - Title I (211) - 211-11-6116-04N-085-30-510-000000-23F10 - $9,000</td>
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0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue

**School Performance Objective 1 Problem Statements:**

**Problem Statement 1:** Our students and teachers are starting to experience a new Tier I best practices when it comes to student engagement and formative/summative assessment during this post-pandemic of education. **Root Cause:** In our PLC and Professional development we will reset our Tier I best practices to focus on AVID strategies to include but not limited to focus note taking, checking for understanding, and embedded technology.
**District Goal 2:** Increase the percentage of Algebra I students who score at meets grade level or above on Algebra I EOC from 65% to 80% 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 65% to 80% by May 2023. And the percentage of ALL students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 65% to 80% by May 2023.

High Priority

HB3 District Goal

**Evaluation Data Sources:** FWISD Benchmarks & EOC

**Strategy 1:** Algebra I team will meet at least once a week to align best practices and monitor student progress through common assessments, MAPS, and Common Assessments.

**Strategy's Expected Result/Impact:** Algebra I meetings and collaboration

**Staff Responsible for Monitoring:** Algebra I Team and Admin over Math Department

**Title I:**
2.4, 2.5, 2.6

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

- **ESF Levers:**
Lever 5: Effective Instruction

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

**Problem Statements:** Student Learning 1

**School Performance Objective 2 Problem Statements:**

<table>
<thead>
<tr>
<th><strong>Student Learning</strong></th>
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<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> MCCHS students are not scoring as high on Algebra I on Meets as compared to English I and II, US History, and Biology. <strong>Root Cause:</strong> Math Department needs to focus more on vertical alignment and data-driven lesson plans to support deficiencies from the last couple of years.</td>
</tr>
</tbody>
</table>
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 98.89% to 100% by June 2024.

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 95% to 100% by May 2023. Increase the percentage of ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 95% to 100% by May 2023.

High Priority
HB3 District Goal
Evaluation Data Sources: MCCHS Campus CCMR Data

Strategy 1: During advisory, every Friday, Teachers will conduct grade checks for all DC classes and refer to the leadership team as needed.

Strategy's Expected Result/Impact: Grade check submitted to Leadership Team.

Staff Responsible for Monitoring: Teachers and Leadership Team

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
  Connect high school to career and college
- ESF Levers:
  Lever 3: Positive School Culture, Lever 5: Effective Instruction
  - Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Perceptions 1

School Performance Objective 1 Problem Statements:

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<tr>
<td><strong>Problem Statement 1</strong>: According to our Student Survey, only 24% of students responded favorably to student engagement at MCCHS. <strong>Root Cause</strong>: Rebuilding and fostering relationships throughout the year and have intentional transitions with the entire learning community as we begin establishing procedures and systems after a pandemic shutdown of our schools and recovering into our new normal.</td>
</tr>
</tbody>
</table>
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 98.89% to 100% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 98% to 100% by May 2023. A. Increase the percentage of ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 98% to 100% by May 2023.

   High Priority
   HB3 District Goal

Evaluation Data Sources: MCCHS Failure Rates

Strategy 1: During advisory, every Friday, Teachers will conduct grade checks for all DC classes and refer to the leadership team as needed.

   Strategy's Expected Result/Impact: Grade check submitted to Leadership Team.
   Staff Responsible for Monitoring: Teachers and Leadership Team

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
  Connect high school to career and college
- ESF Levers:
  Lever 3: Positive School Culture, Lever 5: Effective Instruction
  - Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Perceptions 1

School Performance Objective 2 Problem Statements:

<table>
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</tbody>
</table>
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 98.89% to 100% 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 98% to 100% by May 2023.
Increase the percentage of ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 98% to 100% by May 2023.

High Priority
HB3 District Goal
Evaluation Data Sources: MCCHS Failure Rates

Strategy 1: Algebra I team will meet at least once a week to align best practices and monitor student progress through common assessments, MAPS, and Common Assessments.

Strategy's Expected Result/Impact: Algebra I meetings and collaboration
Staff Responsible for Monitoring: Algebra I Team and Admin over Math Department

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 1

School Performance Objective 3 Problem Statements:

<table>
<thead>
<tr>
<th>Problem Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> MCCHS students are not scoring as high on Algebra I on Meets as compared to English I and II, US History, and Biology. <strong>Root Cause:</strong> Math Department needs to focus more on vertical alignment and data-driven lesson plans to support deficiencies from the last couple of years.</td>
</tr>
</tbody>
</table>
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 98.89% to 100% by June 2024.

School Performance Objective 4: Increase the percentage of Grade 11 (Class of 2024) and Grade 12 students who meet SAT(ACT) criteria for CCMR from 32% to 37% by May 2023.
Increase the percentage of ALL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 37% by May 2023.

Strategy 1: During our Advisory & Study Skills all students will be working from 11:00 - 11:45 on the following items on-line: PSAT, SAT, ACT, TSI, TX EOCs, and Dual Credit (9+ hours). Students will also be traveling with teachers to visit at least 1 college/university within the DFW area and at least 1 college/university outside the DFW Area.

Strategy's Expected Result/Impact: Our PLC will meet regularly and discuss best practices to reach campus goals.

Staff Responsible for Monitoring: Instructional Leadership Team will monitor twice every six weeks and during our coaching conversations with each individual teacher. Purchase supplies, materials, and resources for classroom instruction.

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

Problem Statements: School Processes & Programs 1

School Performance Objective 4 Problem Statements:

<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> Our students and teachers are starting to experience a new Tier I best practices when it comes to student engagement and formative/summative assessment during this post-pandemic of education. <strong>Root Cause:</strong> In our PLC and Professional development we will reset our Tier I best practices to focus on AVID strategies to include but not limited to focus note taking, checking for understanding, and embedded technology.</td>
</tr>
</tbody>
</table>
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 26% to 21% by May 2023.

High Priority
HB3 District Goal
Evaluation Data Sources: Focus

Strategy 1: Attendance committee will meet once a month to review and meet with students not meeting MCCHS expectations. Committee will make a parent contact as needed.

Strategy's Expected Result/Impact: Student attendance will increase.

Staff Responsible for Monitoring: MCCHS Attendance Committee

Title I:
2.4, 2.5, 2.6, 4.2
- 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: Perceptions 1

School Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>Problem Statement</th>
<th>Perceptions</th>
</tr>
</thead>
</table>
| Problem Statement 1: According to our Student Survey, only 24% of students responded favorably to student engagement at MCCHS. **Root Cause:** Rebuilding and fostering relationships throughout the year and have intentional transitions with the entire learning community as we begin establishing procedures and systems after a pandemic shutdown of our schools and recovering into our new normal. | }
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 20 to 18 by May 2023. Decrease the number of discipline referrals by school personnel for ALL students or the student group that is most marginalized on our campus (gender, race, program, other) from 20 to 18 by May 2023.

High Priority
HB3 District Goal
Evaluation Data Sources: Focus

Strategy 1: Leadership Team will meet at least twice a month to review discipline referrals and meet with the entire Learning Community to support and model best practices when it comes to classroom management.

Strategy’s Expected Result/Impact: PLC and Staff agenda item and review during coaching opportunities as needed.

Staff Responsible for Monitoring: The entire MCCHS Learning Community.

Title I:
2.4, 2.5, 2.6
- 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: Perceptions 1

School Performance Objective 2 Problem Statements:

<table>
<thead>
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<th>Perceptions</th>
</tr>
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<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> According to our Student Survey, only 24% of students responded favorably to student engagement at MCCHS. <strong>Root Cause:</strong> Rebuilding and fostering relationships throughout the year and have intentional transitions with the entire learning community as we begin establishing procedures and systems after a pandemic shutdown of our schools and recovering into our new normal.</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 ALL students or the student group that is most marginalized on our campus (gender, race, program, other) from 15 to 10 by May 2023.

High Priority
HB3 District Goal

Evaluation Data Sources: Focus

Strategy 1: Leadership Team will meet at least twice a month to review discipline referrals and meet with the entire Learning Community to support and model best practices when it comes to classroom management.

Strategy's Expected Result/Impact: PLC and Staff agenda item and review during coaching opportunities as needed.

Staff Responsible for Monitoring: The entire MCCHS Learning Community.

Title I:
2.4, 2.5, 2.6
- 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: Perceptions 1

School Performance Objective 3 Problem Statements:

<table>
<thead>
<tr>
<th>Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: According to our Student Survey, only 24% of students responded favorably to student engagement at MCCHS. <strong>Root Cause</strong>: Rebuilding and fostering relationships throughout the year and have intentional transitions with the entire learning community as we begin establishing procedures and systems after a pandemic shutdown of our schools and recovering into our new normal.</td>
</tr>
</tbody>
</table>
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 2 to 4 by May 2023.

High Priority
HB3 District Goal
Evaluation Data Sources: Activities and Events planned and attended by the MCCHS Families

Strategy 1: Create a Family Engagement Specialist position to help support and encourage an increase in the number of student and parent engagement activities during and outside school hours.

- Strategy's Expected Result/Impact: We will track events and monitor attendance.
- Staff Responsible for Monitoring: Family Engagement Specialist and Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college
- ESF Levers:

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Create a Family Engagement Specialist position to help support and encourage an increase in the number of student and parent engagement activities during and outside school hours. Supplies, materials, and snacks needed for Family Engagement Specialist and events/activities.</td>
<td></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Family Engagement Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 2022 to May 2023</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> MCCHS Leadership Team</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> - Title I (211) - 211-61-6129-04L-085-30-510-000000-23F10 - $17,000, - Parent Engagement - 211-61-6499-04L-085-30-510-000000-23F10 - $1,074, - Parent Engagement - 211-61-6499-04L-085-30-510-000000-23F10 - $600</td>
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</tr>
<tr>
<td><strong>Intended Audience:</strong> Family Engagement Specialist</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> August 2022 to May 2023</td>
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<tr>
<td><strong>Collaborating Departments:</strong> MCCHS Leadership Team</td>
<td></td>
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<tr>
<td><strong>Funding Sources:</strong> - Title I (211) - 211-61-6129-04L-085-30-510-000000-23F10 - $17,000, - Parent Engagement - 211-61-6499-04L-085-30-510-000000-23F10 - $1,074, - Parent Engagement - 211-61-6499-04L-085-30-510-000000-23F10 - $600</td>
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<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>

| 0%  No Progress | 0%  Accomplished |  Continue/Modify | X Discontinue |

Strategy 2: Every six weeks, teachers will call home for at least 5-7 students that have modeled one of our Shark Values.

**Staff Responsible for Monitoring:** All Teachers
ESF Levers:
Lever 3: Positive School Culture
## Campus Funding Summary

### 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>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Extra duty pay for tutoring after hours</td>
<td>(Teacher)</td>
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<td>Transportation costs for students</td>
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<td>Travel for Teachers and Data Analysts (PD)</td>
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<td>Supplies and materials for instructional use</td>
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</tbody>
</table>

**Sub-Total** $83,160.00

**Budgeted Fund Source Amount** $83,160.00

**+- Difference** $0.00

### SCE (199 PIC 24)

<table>
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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>
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**Sub-Total** $3,094.00

**Budgeted Fund Source Amount** $3,094.00

**+- 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>
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</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>Snacks for Parents to promote participation</td>
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<td>4</td>
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<td>Snacks for Parents to promote participation</td>
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### BEA (199 PIC 25)

<table>
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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>
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<th>Amount</th>
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<td>Supplies and materials for instructional use</td>
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</table>