

Fort Worth Independent School District

011 Trimble Tech High School

2023-2024 Improvement Plan

Accountability Rating: B



Mission Statement

The mission of Green B. Trimble Technical High School is
to create an enriched environment of diverse
educational experiences, the quality of which will enable students to:

- ♦ Achieve their highest academic and creative potential
- ♦ Successfully integrate into today's workforce or institutions of higher learning, and
- ♦ Become responsible and productive citizens

Value Statement

*Preparing **all** students for success in college, career and community leadership.*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Trimble Tech High School is a comprehensive high school that is also considered the district main career and technology center. All students are admitted into the school by district application at the end of their 8th grade year. The application process starts in November and goes through February when the district lottery process takes place and selects students into the 19 CTE programs available at Trimble Tech High School. The school is 78% Hispanic, 18% African American and about 4% white /other with a growing Asian population. 92% of our students are identified as economically disadvantaged and so we are considered a Title 1 campus. In terms of male to female students, the school is still predominately female (56%) to (44%) male.

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

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

Our students are performing at or slightly below District and state levels. Historically, we have had a high matriculation rate and we continue to do so. Our CCMR scores have been high in the past and we will continue to monitor progress towards achieving higher CCMR scores.

Student Learning Strengths

Student academic achievement has steadily increased following the COVID-19 pandemic. Students are eager to be back to in-person learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Trimble Tech's Emergent Bilingual (EB) population is about 43% of the overall student population. The EB group accounts for the majority of retesters in all state assessments. The learning needs of EB students group needs to be addressed in order to maintain the state accountability measures. **Root Cause:** 98% of our Emergent Bilingual (EB) students are considered long-term EB students because they have never met exit standards on TELPAS and their educational needs have not been met thus far.

Problem Statement 2: The overall academic language development (reading, writing, speaking, and listening) levels of all students needs to be addressed in order to help students meet annual growth measures in state assessments and other College, Career, & Military Readiness (CCMR) areas. **Root Cause:** The aftermath affects caused by the pandemic that affected the overall academic language development of all students in all core areas and especially the CTE programs with industry certification and licensure.

Problem Statement 3: Quality Tier 1 instruction is lacking. This is evident in formative and summative assessment data. **Root Cause:** Lack of professional development on quality Tier 1 instruction that will directly impact student achievement.

Priority Problem Statements

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

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

District Goals

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

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 33.9% to 40% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 34% to 40% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: PSAT Fall administration data - October 2022

STAAR Benchmark data - October 2022

Strategy 1: Hire additional ELA teacher who is ESL certified to work with all ELA teachers on ELL strategies, reading comprehensive strategies and writing strategies.





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

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

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Hire an additional ELA / ESL certified teacher to teach additional ELA sections and to provide assistance to ELA and core area teachers with ELL and EB strategies that will improve reading, writing, speaking and listening skills in the content areas. All TELPAS testing skills. Funding Sources: Title 1 Teacher (PC# 20220) - Title I (211) - 211-11-6119-04N-011-30-510-000000-24F10 - \$67,008	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide funding to all the core (tested area) department to purchase instructional materials and resources to use in all core area classrooms with all students. Funding Sources: Instructional resources and materials for all core tested areas - Title I (211) - 211-11-6399-04N-011-30-510-000000-24F10 - \$12,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy's Expected Result/Impact: Improved reading and writing skills for all students, resulting in an increase in scores of End-of-Course exams, English I & II.

Staff Responsible for Monitoring: Principal, Data Analyst, Assistant Principal over English department lead teacher, LPAC chair

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Provide all core areas with technology and technology software that will enhance the instructional program of all core area departments. Provider / Presenter / Person Responsible: Principal, Assistant Principal, Team Leads Funding Sources: Technology and technology software - Title I (211) - 211-11-6396-04N-011-30-510-000000-24F10 - \$20,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Funding to assist Testing Coordinator / Data Leader and LPAC / TELPAS ELA teacher to buy materials and needed technology for testing such as device chargers, head phones, pencils, and writing paper for student use.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 3: Create opportunities for teaches to provide additional tutoring in the core subjects to students before school, after school, and Saturday school.

Strategy's Expected Result/Impact: Improved reading, writing, and math scores for all students, resulting in an increase in scores of End-of-Course exams, English I & II, Math, and Biology, as well as PSAT, SAT, TSI scores.

Staff Responsible for Monitoring: Principal, Assistant Principals, Data Analyst, Freshman Success Coach

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Action Step 1 Details	Reviews			
Action Step 1: Create opportunities for teaches to provide additional tutoring in the core subjects to students before school, after school, and Saturday school. Funding Sources: Tutoring materials and extra duty pay - Title I (211) - 211-11-6116-04N-011-30-510-000000-24F10 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 34% to 40% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 33% to 40% by May 2024.

High Priority

HB3 District Goal

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





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

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

Staff Responsible for Monitoring: Principal & Assistant Principals
Instructional Team
Biliteracy Coach - LPAC Chair
Data Analyst - Testing Coordinator
ELA Department Chairs

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Action Step 1 Details		Reviews			
Action Step 1: Provide ELA and core teachers or departments with substitutes for pull out planning days and for professional development to create and develop department plans each semester. Additionally, substitutes will be used to cover classes for off-campus PD. These pull-out dates would be used to review data, create remediation or re-teaching plans, Funding Sources: Substitutes for teachers attending Professional Development - Title I (211) - 211-11-6112-0PD-011-30-510-000000-24F10 - \$15,000, Substitutes for class coverage - Title I (211) - 211-11-6112-04N-011-30-510-000000-24F10 - \$62,691		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Fund core area teachers with general supplies to assist with any tutorial sessions or remediation sessions after school or on Saturdays. Funding Sources: General Supplies for tutoring - Title I (211) - 211-11-6399-04N-011-30-510-000000-24F10 - \$5,862.18	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

School Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 48% to 55% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44% to 50% by May 2024.

High Priority

HB3 District Goal

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

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

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

Staff Responsible for Monitoring: Principal & Assistant Principals

Instructional Team

Biliteracy Coach - LPAC Chair

Data Analyst - Testing Coordinator

ELA Department Chairs

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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 students who achieve Meets or Masters on the English I and II EOC (End of Course).

Evaluation Data Sources: EOC Scores

Strategy 1: Improve instructional strategies for Gifted & Talented students.

Strategy's Expected Result/Impact: Increase the percentage of students who achieve Meets or Masters on the English I and II EOC (End of Course).

Staff Responsible for Monitoring: Team Leads
Principal
Assistant Principals
Data Analyst

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details		Reviews			
Action Step 1: Provide additional supplies and materials to teachers to provide more rigors and additional instruction for GT students Intended Audience: EOC teachers Provider / Presenter / Person Responsible: Principal Collaborating Departments: English, Math, Science, Social Studies Funding Sources: Additional supplies to assist with GT instructional practices for teachers - Gifted & Talented (199 PIC 21) - - \$6,805		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

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

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 15% to 25% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 12 % to 25 % by May 2024.

High Priority

HB3 District Goal

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

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

Strategy's Expected Result/Impact: Create an SAT and ACT prep course to engage all Algebra 2 and Calculus students to prepare them for the SAT and ACT tests in the spring.

Staff Responsible for Monitoring: Principal and Assistant Principals
Math Department Chair and Math teachers
Data Analyst

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

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





Staff Responsible for Monitoring: Principal

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Continue to fund through Title 1 and additional math teacher to teach additional sections of math to our students. Funding Sources: Teacher - Title 1 RSRC (PC#12095) - Title I (211) - 211-11-6119-04N-011-30-510-000000-24F10 - \$68,813	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 18% to 25% by May 2024. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 16% to 25% by May 2024.

High Priority

HB3 District Goal





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

Strategy 1: Create and implement a STAAR remediation plan for all re-testing students during the school year.
Create and implement a STAAR EOC countdown plan for all first-time testers in the spring 2024.

Strategy's Expected Result/Impact: Increase passing rate of first-time testers by 10% by May 2024.

Staff Responsible for Monitoring: Principal and Assistant Principals
Instructional Team
Data Analyst
Freshman Success Coach
Team Leads

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details		Reviews			
Action Step 1: HIT (High Impact Tutoring) planning and implementation for Math. Provide subs for teacher pull-out planning time to create and implement an algebra 1 re-testers remediation.		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

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

School Performance Objective 3: Increase the Algebra 1 passing rate during the December STAAR EOC test by 20%, from 50% to 70%.

High Priority

HB3 District Goal

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

Strategy 1: Create and implement a comprehensive re-testers plan prior to the December 2023 EOC test.

Strategy's Expected Result/Impact: Increase the passing rate of Algebra 1 re-testers in December from 50% to 70%.

Staff Responsible for Monitoring: Principal and Assistant Principals

Instructional Team

Data Analyst

Freshman Success Coach

Team Leads

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 65% to 75% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 60% by May 2024.

High Priority

HB3 District Goal

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

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

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

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

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

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

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

Staff Responsible for Monitoring: Principal

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Continue to fund the data analyst position through Title I Funding Sources: Assessment Data Analyst (PC# 19109) - Title I (211) - 211-13-6119-04N-011-30-510-000000-24F10 - \$90,984	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide PD from various consultants to teachers in order to improve instruction and bring in retired school administrator to assist and mentor with new teachers to the campus by providing instructional feedback, classroom management strategies and overall classroom environment suggestions.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 91% to 95% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 70% to 80% by May 2024.

High Priority

HB3 District Goal

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

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

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

Staff Responsible for Monitoring: Freshman Success Coach
Assistant Principal over 9th grade
Data Analyst
Principal

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture





Strategy 2: Hire the additional social studies teacher to assist with the 9th grade teaming (Freshman Success Initiative).

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

Staff Responsible for Monitoring: Principal

TEA Priorities:
Recruit, support, retain teachers and principals

Action Step 1 Details		Reviews			
Action Step 1: Hire the additional social studies teacher to assist with the 9th grade teaming (Freshman Success Initiative). Funding Sources: TCHR - TITLE I RSRC (PC# 8623) - Title I (211) - 211-11-6119-04N-011-30-510-000000-24F10 - \$69,268		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continue to fund a Instructional Assistant to work with the 9th grade teams - especially the most at-risk students on the teams. Funding Sources: TA 1 HS (PC# 18792) - Title I (211) - 211-11-6129-04N-011-30-510-000000-24F10 - \$27,036.47	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 86.2% to 95% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 70% to 80% by May 2024.

High Priority

HB3 District Goal

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

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

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 15 % to 20 % by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 10 % to 15 % by May 2024.

High Priority

HB3 District Goal

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

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

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 8% % to 1% by May 2023.

High Priority

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

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

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

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

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 1,590 to 1,000 by May 2024.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 496 to 200 by May 2024.

High Priority

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

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

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





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

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Action Step 1 Details		Reviews			
Action Step 1: Attendance Recovery - Extra Duty Pay for all teachers who assist with attendance recovery and who also assist with other matriculation activities. Funding Sources: Extra duty pay for teachers who assist with attendance recovery. - Title I (211) - 211-11-6116-04N-011-30-510-000000-24F10 - \$25,000, Extra duty pay for teachers assisting with attendance recovery - SCE (199 PIC 24) - 199-11-6116-001-011-24-243-000000- - \$22,814		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 17 to 5 by May 2024.





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

Strategy 1: Come up with plans to reduce the number of OSS placements for African American students.

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

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

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture





Action Step 1 Details		Reviews			
Action Step 1: Review data with AP's and with the counseling department. Make data transparent to all staff during staff / faculty meetings, especially after each six weeks.		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Strategy 2: Come up with plans to reduce the number of OSS placements for SPED students.

Strategy's Expected Result/Impact: Improved academic achievement for SPED students.

Staff Responsible for Monitoring: Principal and Assistant Principals
SPED Lead teacher

TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Provide professional development opportunities for teachers on SPED laws and instructional strategies. Funding Sources: Professional development opportunities for teachers on SPED rules and instructional practices - SPED (199 PIC 23) - - \$6,908	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 200 parents to 400 parents by May 2024.

High Priority

HB3 District Goal

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

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

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

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

TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Extra duty pay for teachers and support staff who participate in Open Houses and Progress Report Nights. All these parent engagement opportunities should have a targeted focus to get parent into the building. CTE Showcases - Fine Arts showcases - Meet the Coaches Night. Funding Sources: Extra duty pay for teachers and staff to help increase parent engagement. - Title I (211) - 211-61-6116-04L-011-30-510-000000-24F10 - \$10,000, Supplies for family engagement activities after hours - Parent Engagement - 211-61-6399-04L-011-30-510-000000-24F10 - \$1,500, Snacks and communication methods - flyers and letters mailed home - to promote the events - Parent Engagement - 211-61-6499-04L-011-30-510-000000-24F10 - \$9,162				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

School Performance Objective 5: Increase the number of students participating in band and orchestra.

High Priority

Evaluation Data Sources: Enrollment and participation of students in band and orchestra, as well as attendance of parents/guardians at band and orchestra performances.

Strategy 1: Provide professional development (PD) opportunities for the band and orchestra teachers to improve their skills and knowledge in order to continue to provide quality instruction to band and orchestra students.

Strategy's Expected Result/Impact: Improved knowledge and skills will improve the overall programs, resulting in increased interest and enrollment into each program.

Staff Responsible for Monitoring: Campus administrator, Fine Arts Team Lead

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

School Performance Objective 6: Provide professional development opportunities for the campus administrative team, principal and assistant principals.

High Priority

Evaluation Data Sources: PD Agendas

Strategy 1: Provide professional development opportunities for the campus administrative team, principal and assistant principals.

Strategy's Expected Result/Impact: Improved leadership skills; improve campus morale; improve instructional practices.





Staff Responsible for Monitoring: Principal

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Professional development for administrative team. Funding Sources: Professional development opportunities for administrative leadership team. - Title I (211) - 211-23-6411-04N-011-30-510-000000-24F10 - \$7,472	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Professional development opportunities for campus leadership team teachers. Intended Audience: Freshman Success Coach, Team Leads Funding Sources: Professional Development opportunities for campus leadership team. - Title I (211) - 211-13-6411-04N-011-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

School Performance Objective 7: Provide CTE students with opportunities to learn industry skills and knowledge specific to their CTE major.

Evaluation Data Sources: Percent of students earning industry and state certifications in their respective CTE major.

Strategy 1: Monthly meetings with the CTE lead teacher and District CTE Director to identify programs that require additional materials, supplies, or new equipment to ensure programs are aligned with industry standards.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Action Step 1 Details	Reviews			
Action Step 1: Provide materials, supplies and/or updated equipment to the Auto Tech program to ensure the program has the appropriate tools and equipment that are used in the industry. Funding Sources: Updated Auto Tech equipment and supplies - CTE (199 PIC 22) - - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide materials, supplies and/or updated equipment to the Welding program to ensure the program has the appropriate tools and equipment that are used in the industry. Funding Sources: Provide materials, supplies and/or updated equipment to resupply the welding program consumables. - CTE (199 PIC 22) - - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide materials, supplies and/or updated equipment to the construction program to ensure the program has the appropriate tools and equipment that are used in the industry. Funding Sources: Provide materials, supplies and/or updated equipment to resupply the construction program's consumables. - CTE (199 PIC 22) - - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Provide materials, supplies and/or updated equipment to the Auto Body and Collision program to ensure the program has the appropriate tools and equipment that are used in the industry. Funding Sources: Provide materials, supplies and/or updated equipment to the Auto Body and Collision program to ensure the program has the appropriate tools and equipment that are used in the industry. - CTE (199 PIC 22) - - \$13,180	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Provide opportunities for CTE teachers to purchase materials and supplies specific to their program, i.e, software programs, printers, consumables, etc.

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Purchase necessary supplies and materials specific to CTE programs. Funding Sources: Supplies and materials specific to CTE programs - CTE (199 PIC 22) - - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Title 1 Teacher (PC# 20220)	Title I Teacher	211-11-6119-04N-011-30-510-000000-24F10	\$67,008.00
1	1	1	3	Instructional resources and materials for all core tested areas	Supplies and materials for instructional use	211-11-6399-04N-011-30-510-000000-24F10	\$12,000.00
1	1	2	1	Technology and technology software	Technology for instructional use	211-11-6396-04N-011-30-510-000000-24F10	\$20,000.00
1	1	3	1	Tutoring materials and extra duty pay	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-011-30-510-000000-24F10	\$10,000.00
1	2	1	1	Substitutes for teachers attending Professional Development	Subs for professional development	211-11-6112-0PD-011-30-510-000000-24F10	\$15,000.00
1	2	1	1	Substitutes for class coverage	Subs for supplemental instruction	211-11-6112-04N-011-30-510-000000-24F10	\$62,691.00
1	2	1	2	General Supplies for tutoring	Supplies and materials for instructional use	211-11-6399-04N-011-30-510-000000-24F10	\$5,862.18
2	1	2	1	Teacher - Title 1 RSRC (PC#12095)	Title I Teacher	211-11-6119-04N-011-30-510-000000-24F10	\$68,813.00
3	1	2	1	Assessment Data Analyst (PC# 19109)	Data Analyst	211-13-6119-04N-011-30-510-000000-24F10	\$90,984.00
3	2	2	1	TCHR - TITLE 1 RSRC (PC# 8623)	Title I Teacher	211-11-6119-04N-011-30-510-000000-24F10	\$69,268.00
3	2	2	2	TA 1 HS (PC# 18792)	Teacher Assistant	211-11-6129-04N-011-30-510-000000-24F10	\$27,036.47
4	2	1	1	Extra duty pay for teachers who assist with attendance recovery.	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-011-30-510-000000-24F10	\$25,000.00
4	4	1	1	Extra duty pay for teachers and staff to help increase parent engagement.	Extra duty for family engagement activities after hours	211-61-6116-04L-011-30-510-000000-24F10	\$10,000.00
4	6	1	1	Professional development opportunities for administrative leadership team.	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-011-30-510-000000-24F10	\$7,472.00
4	6	1	2	Professional Development opportunities for campus leadership team.	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-011-30-510-000000-24F10	\$3,000.00
Sub-Total							\$494,134.65
Budgeted Fund Source Amount							\$494,134.65

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Extra duty pay for teachers assisting with attendance recovery	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-011-24-243-000000-	\$22,814.00
Sub-Total							\$22,814.00
Budgeted Fund Source Amount							\$22,814.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Supplies for family engagement activities after hours	Supplies and materials for parental involvement	211-61-6399-04L-011-30-510-000000-24F10	\$1,500.00
4	4	1	1	Snacks and communication methods - flyers and letters mailed home - to promote the events	Snacks for Parents to promote participation	211-61-6499-04L-011-30-510-000000-24F10	\$9,162.00
Sub-Total							\$10,662.00
Budgeted Fund Source Amount							\$10,662.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	4	1	1	Additional supplies to assist with GT instructional practices for teachers	GENERAL SUPPLIES		\$6,805.00
Sub-Total							\$6,805.00
Budgeted Fund Source Amount							\$6,805.00
+/- Difference							\$0.00

CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	7	1	1	Updated Auto Tech equipment and supplies	FURN/EQUIP > \$5,000		\$20,000.00
4	7	1	2	Provide materials, supplies and/or updated equipment to resupply the welding program consumables.	GENERAL SUPPLIES		\$5,000.00
4	7	1	3	Provide materials, supplies and/or updated equipment to resupply the construction program's consumables.	GENERAL SUPPLIES		\$5,000.00
4	7	1	4	Provide materials, supplies and/or updated equipment to the Auto Body and Collision program to ensure the program has the appropriate tools and equipment that are used in the industry.	GENERAL SUPPLIES		\$13,180.00
4	7	2	1	Supplies and materials specific to CTE programs	GENERAL SUPPLIES		\$10,000.00
Sub-Total							\$53,180.00
Budgeted Fund Source Amount							\$53,180.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	2	1	Professional development opportunities for teachers on SPED rules and instructional practices	PROFESSIONAL SERVICES		\$6,908.00
Sub-Total							\$6,908.00
Budgeted Fund Source Amount							\$6,908.00
+/- Difference							\$0.00
Grand Total Budgeted							\$594,503.65
Grand Total Spent							\$594,503.65
+/- Difference							\$0.00