

Fort Worth Independent School District

084 World Languages Institute

2023-2024 Improvement Plan



Mission Statement

Mission

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

Vision

Vision

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

Core Beliefs

Values

Social and digital responsibility

Courageous authenticity

Integrity and accountability

Respect and support for a diverse community

Equal access

Curiosity

Leadership

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Comprehensive Needs Assessment

Revised/Approved: March 28, 2023

Demographics

Demographics Summary

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

WLI has a strong Post Secondary philosophy and program, which is supported by the Leadership Team that includes: Principal, AP, Counselor, Campus Coordinator.

Our Fine Arts program includes Art, Theatre and Estudiantina. Enrollment is growing in Theatre and stable in Art and Estudiantina. Theatre has placed in UIL at the middle and high school level and Art has placed in VASE at the regional and state level. WLI students also were finalists in local art contests.

Students apply from all areas of FWISD and are selected by the district using a lottery system. WLI's enrollment for 22-23 is at 535. WLI's projected enrollment is 550 students for 2023-24 with a long waiting list for middle school.

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

GT - Total 266 (AA - 10 Hispanics - 231 White -21 - Two or more - 4)

SP- Total 15 (AA- 2 Hispanics - 12 White -1)

ELs- Total 293 (AA-1 Hispanics - 290 White -2)

WLI Leadership has a rigorous interview process to secure highly qualified staff. All instructional staff is required to be GT district certified and to maintain the certification while in WLI. We currently have a long-term sub in Japanese and middle school ELA.

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

43 out of 46 seniors, class of 2023 are CCMR-Ready.

Demographics Strengths

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

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

Dual Enrollment courses in collaboration with UT Austin: Pre-Calculus, Statistics, Chemistry, Physics, Rhetoric & Writing and US History. Dual Credit courses with TCC (on hold for 2023-2024): World Literature and ASL Certificate. There are 20 different AP courses offered at WLI.

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

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

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

Senior Cohort 2022 - 100% graduation rate.

WLI is the Congressional award pilot school.

45% AP Scholars - Class of 2022

52% Superintendent Scholars - Class of 2022

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

T3 Pledge participation from Seniors and Juniors 2022-23 - 100%

ADA student attendance has been between 96 and 97% for 22-23.

Problem Statements Identifying Demographics Needs

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

Problem Statement 2 (Prioritized): Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. **Root Cause:** New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.

Student Learning

Student Learning Summary

Students scores in Math/ELA/Science/History are above the district for Spring 2023. We moved from traditional benchmarks to STAAR interim assessments. Our goal continue to be to increase student scores to return to pre-Covid levels and above.

Spring 2019 STAAR Scores (1st Administration)				Spring 2021 STAAR Scores (1st Administration)				Spring 2022 STAAR Scores (1st Administration)		
Approaches	Meets	Masters	Subject	Approaches	Meets	Masters	Subject	Approaches	Meets	Masters
98%	91%	50%	Algebra I	62%	10%	0%	Algebra I	86%	44%	12%
100%	86%	7%	English I	90%	71%	10%	English I	94%	79%	13%
100%	86%	19%	Biology	88%	44%	6%	Biology	91%	65%	25%
93%	93%	23%	English II	85%	68%	15%	English II	93%	74%	7%
100%	92%	67%	US History	98%	86%	57%	US History	96%	74%	44%
84%	18%	2%	6 th Math	53%	12%	0%	6 th Math	60%	12%	1%
74%	40%	22%	6 th Reading	78%	42%	24%	6 th Reading	76%	44%	24%
72%	38%	6%	7 th Writing	66%	29%	7%	7 th Writing			
85%	49%	30%	7 th Reading	87%	50%	33%	7 th Reading	91%	72%	50%
53%	24%	12%	8 th Reading	63%	25%	3%	8 th Reading	90%	29%	6%
90%	58%	13%	8 th Math	59%	20%	5%	8 th Math	71%	26%	4%
77%	34%	9%	8 th Science	54%	22%	5%	8 th Science	75%	28%	10%
76%	27%	14%	8 th Social Studies	46%	10%	3%	8 th Social Studies	54%	18%	11%

STAAR Interim Data

	WLI			District		
Subject	Probability of Approaches	Probability of Meets	Probability of Masters	Probability of Approaches	Probability of Meets	Probability of Masters
Math 6th	59% to 67%	13% to 23%	2% to 5%	53% to 62%	14% to 20%	3% to 5%
ELA 6th	70% to 64%	37% to 34%	18% to 18%	49% to 52%	25% to 23%	11% to 10%
ELA 7th	75% to 84%	37% to 44%	16% to 21%	54% to 58%	25% to 28%	10% to 12%
Math 8th	46% to 45%	18% to 16%	5% to 3%	35% to 37%	12% to 13%	3% to 3%
ELA 8th	41% to 46%	12% to 19%	3% to 5%	41% to 43%	12% to 14%	3% to 5%

	WLI			District		
Science 8th	51%	18%	5%	31%	11%	4%
Social St. 8th	39%	14%	8%	25%	7%	4%
English I	62% to 57%	41% to 40%	5% to 6%	42% to 44%	27% to 26%	3% to 3%
English II	73% to 79%	51% to 59%	4% to 5%	48% to 46%	30% to 32%	2% to 3%
Algebra I	56%	16%	5%	54%	18%	6%
US History	93%	64%	27%	80%	48%	20%
Biology	N/A	N/A	N/A	N/A	N/A	N/A

CCMR Data - Class of '23

	Annual Graduates	
	Count	Credit Percentage
Total		
Total graduates	43	
Total credit for CCMR criteria	46	93%

Data Table - CCMR - Class of '22

	Annual Graduates	
	Count	Percentage
	Credit	
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	16	31%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	31	60%
Met TSI assessment criteria	19	37%
Met ACT criteria	-	-
Met SAT criteria	25	48%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		

	Annual Graduates	
Met TSI criteria for at least one indicator in Mathematics	16	31%
Met TSI assessment criteria	13	25%
Met ACT criteria	-	-
Met SAT criteria	12	23%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	50	96%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	18	35%
Industry-Based Certifications		
Earned an industry-based certification from approved list	13	25%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	46	89%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	1	2%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

Student Learning Strengths

1. Language Acquisition
2. Attendance
3. Academic focus
4. Culture of respect for diversity from staff and students.

5. Low discipline incident rate

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 8th grade ELA and Math interim STAAR scores are below 50% in early spring. **Root Cause:** Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.

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

School Processes & Programs

School Processes & Programs Summary

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

- Structured screening and interview processes to ensure highly qualified candidates are selected.
- Master schedule provides students and teachers with time for advisory (SOAR) before lunch for tutorials, college readiness and math reinforcements..
- The academic program is advanced/accelerated, where students have a risk-free learning environment.
- Teachers implement Tier I Instruction and best practices to address various learning styles and needs. It includes differentiation for GT, SPED, 504, ELs students.
- In-house professional development is tiered and master teachers assist or deliver the training as well as the Principal and AP. If outside assistance is needed then district departments are invited to provide the training based on the results of Learning Walks, walkthroughs and teachers experience.
- Students graduate with the Distinguished High School Diploma (26 credits), at least two endorsements and three languages (English, Spanish and a third one of their choice from German,French, Japanese, Mandarin and ASL). Students are eligible for the state Seal of Bilingualism/Bi-literacy.
- ASL Certification - DC TCC - On hold for 23-24. We are still looking for the right candidate (university credentialing needed).
- Dual Enrollment Courses - OnRamps
- CTE Computer Science (PLTW) and Entrepreneurship Pathways with certifications.
- Post Secondary Program guides all students to pursue entrance in a college/university or military career.

School Processes & Programs Strengths

Fidelity of implementation of the programs at WLI.

Highly qualified instructional and support staff.

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

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

Post secondary culture is developed starting in middle school.

SOAR period incorporated during the day

Process and procedures for all aspects of the school

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In the Spring, 20% of Juniors met the SAT Math benchmark. **Root Cause:** Additional targeted practice is needed to ensure students are ready for this particular test.

Problem Statement 2 (Prioritized): In order to implement a rigorous and successful academic program, staff has to embrace many roles. **Root Cause:** Being a campus serving grades 6-12, we have middle school and high school responsibilities.

Perceptions

Perceptions Summary

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

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

Student's attendance (ADA) is at about 96%. Leadership team follows up with chronic cases of absenteeism. (<1% of student population).

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

There are relatively few discipline incidents are handled through the implementation of restorative practices.

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

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

Perceptions Strengths

- Staff and student population is diverse with a focus on a global environment.
- High expectations for staff, students and parents.
- Leadership opportunities for both staff and students.
- Team focus and collaborative approach.
- Collaboration with community entities; such as Sister Cities, local universities and parents.
- Dedicated SBDM Committee and PTO
- Various students clubs/associations: UV4C, NHS, HNHS, UIL Academic, etc.
- Congressional Award Recipients - 2 Bronze certificates, 1 Bronze and 2 gold Medals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have seen a decline in attendance at parent engagement events. **Root Cause:** Increased timely communication and incentives are needed to increase attendance.

Problem Statement 2 (Prioritized): Decline in team building activities for staff and students. **Root Cause:** We have spent more resources on instructional professional development.

Priority Problem Statements

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

Root Cause 1: School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 8th grade ELA and Math interim STAAR scores are below 50% in early spring.

Root Cause 2: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.

Problem Statement 2 Areas: Student Learning

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

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

Problem Statement 3 Areas: Demographics

Problem Statement 4: High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average.

Root Cause 4: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: In the Spring, 20% of Juniors met the SAT Math benchmark.

Root Cause 5: Additional targeted practice is needed to ensure students are ready for this particular test.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: We have seen a decline in attendance at parent engagement events.

Root Cause 6: Increased timely communication and incentives are needed to increase attendance.

Problem Statement 6 Areas: Perceptions

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

Root Cause 7: We have spent more resources on instructional professional development.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: In order to implement a rigorous and successful academic program, staff has to embrace many roles.

Root Cause 8: Being a campus serving grades 6-12, we have middle school and high school responsibilities.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- 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
- Study of best practices

- Action research results
- Other additional data

District Goals

Revised/Approved: June 20, 2023

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 first time testers who score at Meets or above on STAAR English I from 79% to 82% by May 2024.

Increase the percentage of Emergent Bilingual who score at meets or above on STAAR English I from 64% to 67% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Benchmarks and STAAR results

Strategy 1: Tiered PD on lesson planning to include best practices for language learners. PD will include lesson planning, scaffolding, differentiation, vocabulary and literacy strategies.





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

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Coordinator

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals

Problem Statements: Demographics 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Staff will participate in professional development and learning walks around differentiation and language development. Intended Audience: Instructional Staff Provider / Presenter / Person Responsible: Principal, AP, Campus Coordinator Date(s) / Timeframe: 23-24 school year Collaborating Departments: Bilingual/ESL SPED GT Delivery Method: In-person sessions Funding Sources: - Title I (211) - 211-11-6112-OPD-084-30-510-000000-24F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Staff Responsible for Monitoring: Principal

Assistant Principal

Data Analyst

Teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers in collaboration with the Data Analyst will plan and implement two reading and writing camps. The enrichment activities will reinforce low SEs per data available. Intended Audience: Middle School ELA as well as English I and II students. Provider / Presenter / Person Responsible: ELA Teachers Data Analyst Administrators Date(s) / Timeframe: School year 23-24 Collaborating Departments: ELA Department as needed Delivery Method: In person Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-084-30-510-000000-24F10 - \$39,863, Tutorials/Camps - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$750, Tutorials/Camps - SCE (199 PIC 24) - 199-11-6116-001-084-24-243-000000- - \$500	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Strategy 3: Teachers will implement tutorials for students who are not on level. Tutorial will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative. summative assessments as well as course grades.

Strategy's Expected Result/Impact: Increased mastery of the TEKS

Staff Responsible for Monitoring: Teachers

Administrators

Data Analyst





Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will implement tutorials for students who are not on level. Tutorial will be fluid and students will join or leave the targeted sessions as they demonstrate mastery per formative. summative assessments as well as course grades. Intended Audience: Middle School ELA as well as English I and II students Provider / Presenter / Person Responsible: ELA Teachers Data Analyst Administrators Date(s) / Timeframe: 23-24 school year Collaborating Departments: ELA Department Delivery Method: In person Funding Sources: Tutorials - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$1,100, Supplies - Title I (211) - 211-11-6399-04N-084-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: On average, at risk and EL students performed 10% lower than their counterpart. Root Cause: School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.</p> <p>Problem Statement 2: Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. Root Cause: New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.</p>

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 II from 74% to 77% by May 2024.

Increase the percentage of Emergent Bilingual who score at meets or above on STAAR English II from 37% to 40% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Benchmarks and STAAR Data

Strategy 1: Teachers will plan and implement two ELA camps. The activities will reinforce low SEs per data available.

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

Staff Responsible for Monitoring: Administrators

Data Analyst

Teacher





Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Teachers will plan and implement two ELA camps. The activities will reinforce low SEs per data available. Intended Audience: ELA Students Provider / Presenter / Person Responsible: ELA Teachers Administrators Data Analyst Date(s) / Timeframe: 23-24 School Year Collaborating Departments: ELA Department Delivery Method: In person Funding Sources: Camps - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$500		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Strategy 2: Teachers will implement tutorials for students who are not on level. Tutorials will be fluid based on student mastery of the objectives.

Strategy's Expected Result/Impact: Increased mastery on identified TEKS

Staff Responsible for Monitoring: Principal

Assistant Principal

Data Analyst

Teachers

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will implement tutorials for students who are not on level. Tutorials will be fluid based on student mastery of the objectives. Intended Audience: ELA Students Provider / Presenter / Person Responsible: ELA Teachers Administrators Data Analyst Date(s) / Timeframe: 23-24 School Year Collaborating Departments: ELA Department Delivery Method: In person Funding Sources: Tutorials - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$500, Tutorials - SCE (199 PIC 24) - 199-11-6116-001-084-24-243-000000- - \$500	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

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

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 middle school students who score at Meets or above on STAAR Reading by 5% by May 2024.
Increase the percentage of Emergent Bilingual who score at meets or above on STAAR Reading by 5% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Benchmarks and STAAR results

Strategy 1: Teachers will develop two ELA camps to address low SEs.

Strategy's Expected Result/Impact: Increased mastery of SEs.

Staff Responsible for Monitoring: ELA Teachers

Data Analyst

Administrators





Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Teachers will develop two ELA camps to reinforce low SEs based on data available Intended Audience: ELA Middle School Students Provider / Presenter / Person Responsible: ELA Teachers Administrator Data Analyst Date(s) / Timeframe: school year 23-24 Collaborating Departments: ELA Department Delivery Method: In person Funding Sources: Camps - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$500, Camps - SCE (199 PIC 24) - 199-11-6116-001-084-24-243-000000- - \$500, Camps Materials - BEA (199 PIC 25) - 199-11-6329-001-084-25-243-000000 - \$2,000, Extra Duty - BEA (199 PIC 25) - 199-13-6116-001-084-25-243-000000 - \$3,752				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 2: Teachers will implement tutorials for students not on level. Tutorials will be fluid based on student mastery of the objectives.

Strategy's Expected Result/Impact: Increased mastery of the SEs

Staff Responsible for Monitoring: Administrators

Teachers

Data Analyst

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will implement tutorials for students not on level. Tutorials will be fluid based on student mastery of the objectives. Intended Audience: ELA Students Provider / Presenter / Person Responsible: ELA Teachers Administrator Data Analyst Date(s) / Timeframe: School year 23-24 Collaborating Departments: ELA Department Delivery Method: In person Funding Sources: Tutorials - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$750, Tutorials - SCE (199 PIC 24) - 199-11-6116-001-084-24-243-000000- - \$500	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

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

Student Learning

Problem Statement 1: 8th grade ELA and Math interim STAAR scores are below 50% in early spring. **Root Cause:** Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.

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 first time testers who score at Meets or above on STAAR Algebra I from 44% to 60% by May 2023 and the percentage of Emergent Bilingual from 27% to 40% by May 2024.

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

Strategy 1: Teachers will implement tutorials for students who are not on level. Groups will be fluid based on student mastery of the TEKS

Strategy's Expected Result/Impact: Increased mastery of the TEKS
Staff Responsible for Monitoring: Administrators
Data Analysts
Math Teacher

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 1, 2 - Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Teachers will implement tutorials for students who are not on level. Groups will be fluid based on student mastery of the TEKS Intended Audience: Math Students		Formative			Summative
		Nov	Jan	Mar	June

<p>Provider / Presenter / Person Responsible: Administrators Math Teachers Data Analyst</p> <p>Date(s) / Timeframe: School Year 23-24</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Tutorials - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$750, Planning, collaboration and implementation - Title I (211) - 211-13-6119-04N-084-30-510-000000-24F10 - \$40,000, Tutorials - SCE (199 PIC 24) - 199-11-6116-001-084-24-243-000000- - \$750</p>				
<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>				

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





Strategy's Expected Result/Impact: Increased mastery of the TEKS

Staff Responsible for Monitoring: Administrators
Math Teachers
Data Analyst

Title I:
2.4, 2.5, 2.6, 4.2
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will implement at least 2 math camps each semester. The enrichment activities will reinforce low SEs per data. Student data will be used in the planning of the camp and a post-assessment will guide teachers to plan tutorials and the next camp. Intended Audience: Math Students Provider / Presenter / Person Responsible: Math Department\ Data Analyst Administrator Date(s) / Timeframe: School year 23-24 Collaborating Departments: Math Department Delivery Method: In person Funding Sources: Camps - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$2,000, Materials - SCE (199 PIC 24) - 199-11-6399-001-084-24-243-000000- - \$500	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: On average, at risk and EL students performed 10% lower than their counterpart. Root Cause: School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.</p> <p>Problem Statement 2: Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. Root Cause: New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.</p>
Student Learning
<p>Problem Statement 1: 8th grade ELA and Math interim STAAR scores are below 50% in early spring. Root Cause: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.</p>

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 students who score at Meets or above on STAAR Math Middle School by 5%.
Increase the percentage of Emergent Bilingual who score at Meets or above on STAAR Math Middle School by 5%.

High Priority

HB3 District Goal

Evaluation Data Sources: Benchmarks, STAAR data, summative/formative assessments.

Strategy 1: Teachers will implement tutorials for students who are not on level.

Strategy's Expected Result/Impact: Increased mastery of the TEKS

Staff Responsible for Monitoring: Math Teachers

Administrators

Data Analyst

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1, 2 - Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Teachers will implement tutorials for students who have not shown mastery of the objectives. Intended Audience: Math students Provider / Presenter / Person Responsible: Math Teachers		Formative			Summative
		Nov	Jan	Mar	June

<p>Administrators Data Analyst Date(s) / Timeframe: School year 23-24 Collaborating Departments: Math Department Delivery Method: In person</p> <p>Funding Sources: Tutorials - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$1,000, Materials - Title I (211) - 211-11-6399-04N-084-30-510-000000-24F10 - \$762.89, Resources - SCE (199 PIC 24) - 199-11-6399-001-084-24-243-000000- - \$2,000, Tutorials - SCE (199 PIC 24) - 199-11-6116-001-084-24-243-000000- - \$955, Tutorials - BEA (199 PIC 25) - 199-13-6116-001-084-25-243-000000 - \$2,000, Supplies - SPED (199 PIC 23) - - \$1,017, Supplies - CTE (199 PIC 22) - - \$6,139</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: On average, at risk and EL students performed 10% lower than their counterpart. Root Cause: School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.</p> <p>Problem Statement 2: Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. Root Cause: New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.</p>
Student Learning
<p>Problem Statement 1: 8th grade ELA and Math interim STAAR scores are below 50% in early spring. Root Cause: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.</p>

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

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 98% to 100% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: CCMR Data

Strategy 1: Ensure that students continue to have paths to CCMR readiness

Strategy's Expected Result/Impact: Increase CCMR rate

Staff Responsible for Monitoring: Counselors

Administrators

CCR Coach

Success Coach

TCB Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

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

Action Step 1 Details		Reviews			
Action Step 1: Ensure that students have pathways to CCMR Readiness. Provider / Presenter / Person Responsible: Administrators Success Coach Counselors TCB Teachers Date(s) / Timeframe: School year 23-24 Collaborating Departments: Innovation Delivery Method: In person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Support students in advanced classes with tutoring and resources Intended Audience: Students in advanced classes Provider / Presenter / Person Responsible: Teachers Admin Date(s) / Timeframe: Ongoing Collaborating Departments: Core Content Department Delivery Method: In person Funding Sources: Supplies - Title I (211) - 211-11-6399-04N-084-30-510-000000-24F10 - \$2,400, Supplemental Books - Title I (211) - 211-11-6329-04N-084-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. Root Cause: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.
School Processes & Programs
Problem Statement 1: In the Spring, 20% of Juniors met the SAT Math benchmark. Root Cause: Additional targeted practice is needed to ensure students are ready for this particular test. Problem Statement 2: In order to implement a rigorous and successful academic program, staff has to embrace many roles. Root Cause: Being a campus serving grades 6-12, we have middle school and high school responsibilities.

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

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 95% to 97% by May 2023. Increase the percentage of Bilingual Emergent from 95% to 97% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: ADQ Server

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

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

Staff Responsible for Monitoring: Administrators

Success Coach

Counselors

CCR Coach





Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Implement "high school enrichment" for freshmen to allow students to check grades, finish work and learn about study skills, time management and high school concepts such as GPA, class rank... Intended Audience: Freshmen Provider / Presenter / Person Responsible: Administrators Success Coach Counselors Date(s) / Timeframe: School year 23-24 Collaborating Departments: Innovation and Counselingq Delivery Method: In person	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 incentives to students with Bs or Better

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

Staff Responsible for Monitoring: Administrators

Success Coach

Counselors

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Connect high school to career and college

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

Action Step 1 Details		Reviews			
Action Step 1: Provide incentives to students with Bs or Better Intended Audience: Students Provider / Presenter / Person Responsible: Administrators Success Coach Counselors Date(s) / Timeframe: School year 23-24 Collaborating Departments: Innovation and Counseling Delivery Method: In person Funding Sources: Incentives - Title I (211) - 211-11-6499-04N-084-30-510-000000-24F10 - \$3,000		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>					

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: On average, at risk and EL students performed 10% lower than their counterpart. Root Cause: School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.
Student Learning
Problem Statement 2: High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. Root Cause: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

School Processes & Programs

Problem Statement 2: In order to implement a rigorous and successful academic program, staff has to embrace many roles. **Root Cause:** Being a campus serving grades 6-12, we have middle school and high school responsibilities.

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

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 100% to 100% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR scores

Strategy 1: Tutorials and camps for students needing additional assistance





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

Staff Responsible for Monitoring: Administrators
Teachers

Title I:
2.4, 2.5, 2.6

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

Problem Statements: Demographics 1, 2 - Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Weekly tutoring and Saturday camps provided to address areas of need based on data Intended Audience: Middle School Math and Algebra I students Provider / Presenter / Person Responsible: Administrators Data Analyst Teachers Date(s) / Timeframe: school year 23-24 Collaborating Departments: Math Department Delivery Method: In person Funding Sources: - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$1,500		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 3 Problem Statements:

Demographics

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

Problem Statement 2: Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. **Root Cause:** New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.

Student Learning

Problem Statement 1: 8th grade ELA and Math interim STAAR scores are below 50% in early spring. **Root Cause:** Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction.

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

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 48 % to 55 % by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: ACT/SAT data

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

Strategy's Expected Result/Impact: Increase in PSAT/SAT/TSIA and ACT Scores.

Staff Responsible for Monitoring: Administrators

Data Analysts

Identified Teachers





Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

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

Action Step 1 Details		Reviews			
Action Step 1: Provide PSAT/SAT/TSIA/ACT preparatory sessions and materials to students in addition to integrating objectives in the curriculum for Reading and Math Intended Audience: High School Students Provider / Presenter / Person Responsible: Administrators Data Analyst Identified Teachers Date(s) / Timeframe: School year 23-24 Collaborating Departments: Innovation Delivery Method: In person Funding Sources: Supplies - Gifted & Talented (199 PIC 21) - - \$4,287		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: On average, at risk and EL students performed 10% lower than their counterpart. Root Cause: School's student population: 84% free and reduced lunch, an estimated 90% first generation high school graduates, 53% ELs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to be addressed through quality instruction, professional development and tutoring.
Student Learning
Problem Statement 1: 8th grade ELA and Math interim STAAR scores are below 50% in early spring. Root Cause: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need additional academic support beyond daily instruction. Problem Statement 2: High school students need additional support in AP and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. Root Cause: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.
School Processes & Programs
Problem Statement 1: In the Spring, 20% of Juniors met the SAT Math benchmark. Root Cause: Additional targeted practice is needed to ensure students are ready for this particular test.

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 5% to 2% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Focus Software

Strategy 1: Attendance committee to review reports.

Meetings/contacts with parents to resolve the root cause of absences.

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

Staff Responsible for Monitoring: Administrators

Family Engagement Specialist

Counselors

Success Coach





Title I:

4.1, 4.2

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Attendance committee to review reports. Meetings/contacts with parents to resolve the root cause of absences. Intended Audience: Attendance committee to review reports. Meetings/contacts with parents to resolve the root cause of absences. Provider / Presenter / Person Responsible: Leadership team FES Date(s) / Timeframe: Ongoing		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

School Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: In order to implement a rigorous and successful academic program, staff has to embrace many roles. **Root Cause:** Being a campus serving grades 6-12, we have middle school and high school responsibilities.

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

School Performance Objective 2: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 12 to 16 by May 2023.

Evaluation Data Sources: Posters, agendas





Strategy 1: To implement family engagement events during and after school

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: Administrators
Family Engagement Specialist
Counserlos

Title I:
4.1, 4.2
- TEA Priorities:
Connect high school to career and college

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: To implement family engagement events during and after school Intended Audience: Students and families Provider / Presenter / Person Responsible: Administrators Family Engagement Specialist Date(s) / Timeframe: School year 23-24 Collaborating Departments: None Delivery Method: In Person Funding Sources: Support Staff - Title I (211) - 211-61-6116-04L-084-30-510-000000-24F10 - \$1,000, Support Staff - Parent Engagement - 211-61-6116-04L-084-30-510-000000-24F10 - \$1,000, Supplies - Parent Engagement - 211-61-6399-04L-084-30-510-000000-24F10 - \$1,805		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: We have seen a decline in attendance at parent engagement events. **Root Cause:** Increased timely communication and incentives are needed to increase attendance.

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

School Performance Objective 3: Increase the number of team-building activities for the staff

Strategy 1: Increase the number of team-building activities with the staff

Strategy's Expected Result/Impact: to increase well-being amongst the staff and reinforce buy-in for the mission/vision of the school

Staff Responsible for Monitoring: Administrators

Title I:

4.1

- TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Increase the number of team-building activities with the staff Intended Audience: Staff Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: School year 23-24 Collaborating Departments: Department Heads Delivery Method: In-person Funding Sources: Team-building/PD - Title I (211) - 211-13-6116-04N-084-30-510-000000-24F10 - \$4,000, Supplies - Title I (211) - 211-13-6399-04N-084-30-510-000000-24F10 - \$500	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>				

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Decline in team building activities for staff and students. Root Cause: We have spent more resources on instructional professional development.

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

School Performance Objective 4: Increase performance on World Languages AP Exams by providing collaborative PD for the World Languages Teachers.

Evaluation Data Sources: AP scores

Strategy 1: Provide PD for world languages teachers every 6 weeks to refine their skills to prepare students for the AP exams.

Strategy's Expected Result/Impact: Increase in world languages AP exams

Staff Responsible for Monitoring: Administrators
World Languages Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide collaborative World Languages PD sessions to refine teachers' skills to prepare students for the AP exams Intended Audience: World Languages Teachers Provider / Presenter / Person Responsible: Administrators World Languages Teachers Date(s) / Timeframe: School year 23-24 Collaborating Departments: World Languages Delivery Method: In-Person Funding Sources: Subs - Title I (211) - 211-11-6112-0PD-084-30-510-000000-24F10 - \$4,604, Books - Title I (211) - 211-13-6329-04N-084-30-510-000000-24F10 - \$396	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>				

School Performance Objective 4 Problem Statements:

Student Learning

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

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

School Performance Objective 5: Increase positive response by students on engagement on the climate survey from 25% to 30% by May 2024.

Evaluation Data Sources: Student surveys

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

Strategy's Expected Result/Impact: To increase engagement and a sense of belonging.

Staff Responsible for Monitoring: Administrators
Success Coach
Spanish Immersion Team

Title I:
4.2
- **TEA Priorities:**
Build a foundation of reading and math
Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: To increase the number of school activities during and after school. Intended Audience: All students Provider / Presenter / Person Responsible: After-school program Date(s) / Timeframe: school year 23-24 Collaborating Departments: After-school program Delivery Method: in-person Funding Sources: Clubs - Title I (211) - 211-61-6399-04L-084-30-510-000000-24F10				

Action Step 2 Details	Reviews			
Action Step 2: A teacher Assistant will push in and provide assistance to students learning Spanish for the first time Intended Audience: New Spanish Speakers Provider / Presenter / Person Responsible: Teacher Assistant Date(s) / Timeframe: School year 23-24 Collaborating Departments: Spanish Teacher Delivery Method: In person Funding Sources: Teacher Assistant - Title I (211) - 211-11-6129-04N-084-30-510-000000-24F10 - \$21,716	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 a transition camp for incoming students

Strategy's Expected Result/Impact: Improved student experience

Staff Responsible for Monitoring: Administrator

Title I:

4.2

- TEA Priorities:

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

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Provide a transitional camp for incoming students Intended Audience: Incoming Student Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023 Collaborating Departments: None Delivery Method: In person Funding Sources: - Title I (211) - 211-11-6116-04N-084-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 5 Problem Statements:

Demographics

Problem Statement 2: Our identified new Spanish speakers do not know the language of instruction for their classes taught in Spanish. **Root Cause:** New students who are selected from the lottery do not have language assessment data. Upon enrollment to WLI, students take a language assessment in English and Spanish. Results from the assessments are used to place students in the appropriate Spanish courses. Some students have little to no Spanish and need additional support to be successful in the classes entirely taught in Spanish.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Subs for professional development	211-11-6112-0PD-084-30-510-000000-24F10	\$500.00
1	1	2	1	Tutorials/Camps	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-24F10	\$750.00
1	1	2	1	Data Analyst	Data Analyst	211-13-6119-04N-084-30-510-000000-24F10	\$39,863.00
1	1	3	1	Supplies	Supplies and materials for instructional use	211-11-6399-04N-084-30-510-000000-24F10	\$1,000.00
1	1	3	1	Tutorials	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-24F10	\$1,100.00
1	2	1	1	Camps	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-24F10	\$500.00
1	2	2	1	Tutorials	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-24F10	\$500.00
1	3	1	1	Camps	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-24F10	\$500.00
1	3	2	1	Tutorials	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-24F10	\$750.00
2	1	1	1	Planning, collaboration and implementation	Data Analyst	211-13-6119-04N-084-30-510-000000-24F10	\$40,000.00
2	1	1	1	Tutorials	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-24F10	\$750.00
2	1	2	1	Camps	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-24F10	\$2,000.00
2	2	1	1	Materials	Supplies and materials for instructional use	211-11-6399-04N-084-30-510-000000-24F10	\$762.89

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Tutorials	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-24F10	\$1,000.00
3	1	1	2	Supplies	Supplies and materials for instructional use	211-11-6399-04N-084-30-510-000000-24F10	\$2,400.00
3	1	1	2	Supplemental Books	Reading materials for classroom use	211-11-6329-04N-084-30-510-000000-24F10	\$1,000.00
3	2	2	1	Incentives	Snacks or incentives for students	211-11-6499-04N-084-30-510-000000-24F10	\$3,000.00
3	3	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-24F10	\$1,500.00
4	2	1	1	Support Staff	Extra duty for family engagement activities after hours	211-61-6116-04L-084-30-510-000000-24F10	\$1,000.00
4	3	1	1	Supplies	Supplies and materials for professional development	211-13-6399-04N-084-30-510-000000-24F10	\$500.00
4	3	1	1	Team-building/PD	Extra duty for summer planning (off contract days)	211-13-6116-04N-084-30-510-000000-24F10	\$4,000.00
4	4	1	1	Books	Reading materials for professional development	211-13-6329-04N-084-30-510-000000-24F10	\$396.00
4	4	1	1	Subs	Subs for professional development	211-11-6112-0PD-084-30-510-000000-24F10	\$4,604.00
4	5	1	1	Clubs	Supplies and materials for parental involvement	211-61-6399-04L-084-30-510-000000-24F10	\$0.00
4	5	1	2	Teacher Assistant	Teacher Assistant	211-11-6129-04N-084-30-510-000000-24F10	\$21,716.00
4	5	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-084-30-510-000000-24F10	\$3,000.00
Sub-Total							\$133,091.89
Budgeted Fund Source Amount							\$133,091.89

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
1	1	2	1	Tutorials/Camps	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-084-24-243-000000-	\$500.00
1	2	2	1	Tutorials	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-084-24-243-000000-	\$500.00
1	3	1	1	Camps	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-084-24-243-000000-	\$500.00
1	3	2	1	Tutorials	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-084-24-243-000000-	\$500.00
2	1	1	1	Tutorials	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-084-24-243-000000-	\$750.00
2	1	2	1	Materials	Supplies and materials for instructional use	199-11-6399-001-084-24-243-000000-	\$500.00
2	2	1	1	Tutorials	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-084-24-243-000000-	\$955.00
2	2	1	1	Resources	Supplies and materials for instructional use	199-11-6399-001-084-24-243-000000-	\$2,000.00
							Sub-Total
							\$6,205.00
							Budgeted Fund Source Amount
							\$6,205.00
							+/- Difference
							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Support Staff	Extra Duty for parental involvement	211-61-6116-04L-084-30-510-000000-24F10	\$1,000.00
4	2	1	1	Supplies	Supplies and materials for parental involvement	211-61-6399-04L-084-30-510-000000-24F10	\$1,805.00
							Sub-Total
							\$2,805.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$2,805.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Camps Materials	Reading materials - instruction	199-11-6329-001-084-25-243-000000	\$2,000.00
1	3	1	1	Extra Duty	Extra duty - professional development after hours	199-13-6116-001-084-25-243-000000	\$3,752.00
2	2	1	1	Tutorials	Extra duty - professional development after hours	199-13-6116-001-084-25-243-000000	\$2,000.00
Sub-Total							\$7,752.00
Budgeted Fund Source Amount							\$7,752.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1	Supplies	GENERAL SUPPLIES		\$4,287.00
Sub-Total							\$4,287.00
Budgeted Fund Source Amount							\$4,287.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Supplies	GENERAL SUPPLIES		\$6,139.00
Sub-Total							\$6,139.00
Budgeted Fund Source Amount							\$6,139.00
+/- Difference							\$0.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Supplies	GENERAL SUPPLIES		\$1,017.00
Sub-Total							\$1,017.00
Budgeted Fund Source Amount							\$1,017.00
+/- Difference							\$0.00
Grand Total Budgeted							\$161,296.89
Grand Total Spent							\$161,296.89
+/- Difference							\$0.00