

# **Pasadena Independent School District**

## **Dobie High School**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth



# **Mission Statement**

**Our mission is to equip 100% of students with essential skills for life, college and the workforce.**

## **Vision**

**We exist to become better: better administrators, better teachers, better students, better people.**

## **Federal Funds Compliance Statement**

The federal funds are reasonable, necessary, allowable and allocated under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

J Frank Dobie High continues to have a diverse population: 66.3% Hispanic, 17.3% African American, 5.0% White, 9.9% Asian, and 1.3% other populations. These demographic percentages have changed over a multiple-year period, but have maintained a majority Hispanic population.

### Enrollment by Student Group:

<u>Campus:</u>	<u>State:</u>
64.8% Economically Disadvantaged	58.5.%
9.1% English Learners	12.5%
9.1% Special Education	9.9 %

### Demographics Strengths

We believe the diversity of our population is a definite strength due to the opportunities it affords for our students to work together with various cultures. These opportunities give them real world experiences and prepare them for a culturally diverse environments they will find in post-secondary education and in the careers of their choice.

## Student Achievement

### Student Achievement Summary

#### GRADUATION:

4-YR longitudinal RATE	STATE	DISTRICT	CAMPUS
2019-21	90.3%	90.5%	89.5%

Dobie continues to remain above the State and the District in the percentage of students graduating. Our goal is to have all of our students graduate and prepared for college. As we press toward this goal, the counselors, teachers, administrators and staff work closely with these students building personal relationships, offering ways to regain credits and encouraging them to remain in school.

## 2018-21 STAAR DATA

ALGEBRA 1	2018	2019	2021
Approaching	85	85	82
Meets	65	65	43
Master	38	38	14

BIOLOGY	2018	2019	2021
Approaching	85	85	82
Meets	58	58	54
Master	25	25	22

ELA I	2018	2019	2021
Approaching	61	64	63

ELA I	2018	2019	2021
Meets	46	44	45
Master	8	8	9

ELA II	2018	2019	2021
Approaching	60	65	70
Meets	40	47	55
Master	5	7	8

US HISTORY	2018	2019	2021
Approaching	93	91	88
Meets	73	76	65
Master	42	42	38

Due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report has been updated.

#### Student Achievement Strengths

MEETS GRADE LEVEL (GROWTH)	ALGEBRA 1	BIOLOGY	ENGLISH 1	ENGLISH 2	US HISTORY
DISTRICT	+3	+3	+1	-4	-0
CAMPUS	+3	+6	+1	-0	+1

<b>MEETS GRADE LEVEL (GROWTH)</b>	<b>ALGEBRA 1</b>	<b>BIOLOGY</b>	<b>ENGLISH 1</b>	<b>ENGLISH 2</b>	<b>US HISTORY</b>
<b>STATE</b>	-0	-0	+0	-2	-1

Due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report has been updated.

## 2019-20 TEA ACCOUNTABILITY

	<b>DOMAIN I</b>	<b>DOMAIN 2A</b>	<b>DOMAIN 2B</b>	<b>DOMAIN 3</b>	<b>OVERALL</b>
<b>DOBIE (2017-18)</b>	76	70	78	72	76
<b>DOBIE (2018-19)</b>	81	89	85	79	86

Due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Students are showing growth in STAAR tested areas, all students are being successful and meeting targets and goals. **Root Cause:** Students who are not performing well on STAAR assessments tend to have low reading levels and gaps in understanding.

# School Culture and Climate

## School Culture and Climate Summary

We are committed to ensuring a safe, healthy environment for students and staff. Administrators regularly discuss areas of need with our Site Based Committee and make adjustments for improvement when necessary.

## School Culture and Climate Strengths

We have strong student participation in clubs, activities, and extracurricular events. As a staff, we encourage students to find an organization that interests them and become an active member. We believe that when students feel part of an organization/ club or team, they are more likely to attend school, gain credit in their courses, feel confident about themselves and what they contribute to the school environment.



## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

All of our teachers are highly qualified and regularly participate in staff development to increase knowledge of effective teaching practices. The District provides a recruitment process and the candidates are well vetted before they are sent to the campus level. Dobie has full confidence in the district to find the best candidates and perform the vetting process.

### Staff Quality, Recruitment, and Retention Strengths

Dobie maintains a high retention rate for teachers. The majority of our teacher loss is due to retirement or relocation to different states. 12.9% of our staff have 20 years or more of experience in the teaching field as compared to the District at 10.2% and the state at 13%. 25.2% of our staff hold a Masters Degree, as compared to the District at 22.5%, and the state at 25%. 2.9% of our staff hold a Doctorate degree, as compared to the District at 0.9%, and the state at 0.8%.

15.2% of our staff are African American, as compared to the District at 10.3% and the State at 11.1%. 26% of our staff are Hispanic as compared to the District at 39% and the State at 28.9%. 53.7% of our staff are White as compared to the District at 46% and the state at 56.4%.

We have a total professional staff of 293.1 people (89.7%); 239 teachers (75%), 34.1 Professional support (10.4%), 13.8 Campus Leadership (4.2%), 33.5 Educational Aides (10.3%)

We offer a teacher mentor program, for first year teachers. The program provides support, through an assigned mentor, for the first year of teaching.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The district is committed to maintaining a tight alignment with the state standards and providing instruction relevant to 21st Century learners. Our teachers closely follow and fully implement the district's curriculum. Teachers meet together each week, in Content Teams, to discuss and create effective instructional plans. Frequent walk throughs are done by Assistant Principals to ensure teachers are consistently delivering high quality instruction.

## Curriculum, Instruction, and Assessment Strengths

Teachers meet at least once a week in content teams to discuss instruction and student needs, based on formal and informal assessments. Teachers view data from formative and summative assessments to inform their instructional decisions. Teachers also discuss and share best practices with their content teams to ensure high quality instruction for all our students.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** For students who are not successful in courses or on assessments, how do we provide additional instruction? **Root Cause:** Not having sufficient instructional time for students who are struggling academically.

# Technology

## Technology Summary

Student use of technology as a regular part of their learning experience is a high priority on the Dobie campus. Staff development on various types and uses of technology proven to be engaging and effective for student learning is offered to teachers throughout the year. Having assigned technology liasion on campus helps with student devices, charging cords and lost items.

## Technology Strengths

Students are able to go into Digital platforms such as Schoology to retrieve assignments, if they are absent. They are also able to access helpful documents, when needed, at any time. The use of technology for teachers and students has provided much more help and resources to students and parents.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Planning effective instruction using technology is a risky adventure due to the unreliability of internet services and the common problems with student tablets (uncharged batteries, broken elements, etc)

# Priority Problem Statements

**Problem Statement 1:** Students are showing growth in STAAR tested areas, all students are being successful and meeting targets and goals.

**Root Cause 1:** Students who are not performing well on STAAR assessments tend to have low reading levels and gaps in understanding.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** For students who are not successful in courses or on assessments, how do we provide additional instruction?

**Root Cause 2:** Not having sufficient instructional time for students who are struggling academically.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 3:** Planning effective instruction using technology is a risky adventure due to the unreliability of internet services and the common problems with student tablets (uncharged batteries, broken elements, etc)

**Root Cause 3:**

**Problem Statement 3 Areas:** Technology

# 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
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

## **Student Data: Student Groups**

- 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.

## **Employee Data**

- State certified and high quality staff data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 1:** Technology experiences will be integrated into the curriculum and utilized in instruction and monitoring for all students.

**District Objective:**

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5





**HB3 Goal**

**Evaluation Data Sources:** Walk-through data, use of one-to-one technology in classrooms, variety of technology utilized for effective instruction

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue using technology and varied resources

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will integrate opportunities for students to use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools, technology and resources. <b>Strategy's Expected Result/Impact:</b> Increased scores on formative and summative assessments <b>Staff Responsible for Monitoring:</b> Teachers in the classroom  <b>Funding Sources:</b> Resources needed for continued technology training for teachers, as they provided skilled instruction using the most up to date technology and effective techniques - 199 - General Fund - \$6,180	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 2:** During the 2023-2024 school year, we will differentiate learning experiences through small group instruction based on real time data in order to meet the needs and close the achievement gap of diverse students while providing access to grade level content and to stretch the learning.

**District Objective:**

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**HB3 Goal**





**Evaluation Data Sources:** Formative and Summative Assessments

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue using real time data and small group instruction for struggling learners.

Strategy 1 Details		Formative Reviews		
<p><b>Strategy 1:</b> Targeted support will be provided, during the school day, after school, and on Saturday mornings, with a focus on areas of weakness, as indicated by EOC assessments and STAAR data, for all students including students identified as 504, Special Education, Emergent Bilingual, Migrant, At-Risk, Dyslexic, Speech Pathology, and any other population needing intervention. Students qualifying through HB4545 will be included in the targeted support. After school transportation and other materials will be provided for Extended Day students, using ED Funds.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% Mastery on all EOC assessments for special population students; increased numbers of students scoring Meets Grade Level on STAAR assessment</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Special Education staff, Assistant Principal for each content area</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Dobie Main Resources needed for training and materials for Special Education teachers and Support Facilitators - 199 - General Fund - \$5,550, Dobie Main Resources needed for training and materials for ESL and SIOP teachers - 199 - General Fund - \$6,738, Resources needed for teachers to provide focused tutoring and appropriate materials, based on student needs, in preparation for STAAR - 255 - Title II A - Improving Teacher &amp; Principal Q - \$100,430.61, Dobie Main Resources needed for teacher aides to assist in classrooms, teacher training for SIOP model and other staff development for teachers, ESL certification programs for teachers - 263 - Title III A - Bilingual Education, Language - \$209,401.26, Resources needed for after school transportation, teacher pay and other materials for Extended Day Students. - Extended Day/Tutorial - \$30,200, Dobie Main Basic Instructional Funding (BFU/OT/FIXED) - 199 - General Fund - \$435,299, Dobie9 Basic Instructional Funding (BFU/OT/FIXED) - 199 - General Fund - \$161,461, Dobie9 Resources needed for training and materials for ESL and SIOP teachers - 199 - General Fund - \$3,300, Dobie9 Resources needed for training and materials for Special Education teachers and Support Facilitators - 199 - General Fund - \$4,200, Dobie9 Resources needed for teacher aides to assist in classrooms, teacher training for SIOP model and other staff development for teachers, ESL certification programs for teachers - 263 - Title III A - Bilingual Education, Language - \$201,020.32, Dobie Main Resources for Staffing, Substitute teachers, Support Personnel, clerical medical, retirement/TSR Car - State Compensatory Funds - \$2,676,258, Dobie9 Resources for Staffing, Substitute teachers, Support Personnel, clerical medical, retirement/TSR Care - State Compensatory Funds - \$623,819, Dobie9 Miscellaneous Operating Costs - State Compensatory Funds - \$7,751, Dobie Main General Supplies and materials - State Compensatory Funds - \$20,249</p>		Formative		
		Jan	Apr	June
Strategy 2 Details		Formative Reviews		
<p><b>Strategy 2:</b> Special Education Disciplinary Removals Strategy: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.</p> <p><b>Strategy's Expected Result/Impact:</b> Close monitoring of students with disabilities being removed to ISS, OSS, or DAEP</p> <p><b>Staff Responsible for Monitoring:</b> Diagnostician, LSSP, and Assistant Principals</p>		Formative		
		Jan	Apr	June
Strategy 3 Details		Formative Reviews		
<p><b>Strategy 3:</b> Special Education Restraint Strategy: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with Restraint Training and Texas Behavior Support Initiative requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>		Formative		
		Jan	Apr	June



Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. <b>Strategy's Expected Result/Impact:</b> Increased scores on TELPAS and STAAR for our ESL students <b>Staff Responsible for Monitoring:</b> Assistant Principal, ESL Peer Facilitator	Formative		
	Jan	Apr	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>			

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 3:** During Tier 1 classroom instruction, teachers will be able to gauge student learning and re- teaching opportunities.





**District Objective:**

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**HB3 Goal**

**Evaluation Data Sources:** Informal and formal assessments

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Using Pride time to reach struggling learners 4x a week. <b>Strategy's Expected Result/Impact:</b> Students are drafted or select teachers to get additional assistance for classes. <b>Staff Responsible for Monitoring:</b> Teachers, Counselor and Administration.  <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2: COLLEGE, CAREER, & MILITARY READY** - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

**Performance Objective 1:** By June 2024 we will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including post secondary credit prior to entering college.

Strategic Plan: 2.3





**District Objective:**

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

**HB3 Goal**

**Evaluation Data Sources:** Graduation Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will have preliminary exposure to college level courses and expectations through dual credit courses that sharpen study skills and enable collaboration with peers.  Students will transition smoothly from high school to post-secondary school through college orientations and self-advocacy strategies.  Students through the use of KHAN academy personalized practice will prepare for PSAT/SAT testing.  Students through the college now coordination receive tools to use in college such as Big Future from College Board and FAFSA one-to-one assistance.  <b>Strategy's Expected Result/Impact:</b> Increased number of High School students receiving college credit <b>Staff Responsible for Monitoring:</b> Audra Lozano, College Now Coordinator	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Early College students take AVID for all 4 years in ECHS. They learn skills essential to college success that range from organization to time management to research. Our students have the opportunity to earn an Associate's Degree upon high school graduation and almost all of those that fall a little short still end up "core complete" entering their four year university.  <b>Strategy's Expected Result/Impact:</b> Increased number of High School students successfully earning college credits <b>Staff Responsible for Monitoring:</b> Ryan Peel, Dean of Early College High School (ECHS)	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All students will be encouraged to take advanced coursework and participate in ACT,SAT, PSAT testing to ensure they are college/career/military ready. <b>Strategy's Expected Result/Impact:</b> Increased number of High School students successfully earning college credits <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Content Specialists  <b>Funding Sources:</b> Dobie Main Resources needed for teacher training, teacher resources and student materials for G/T - 199 - General Fund - \$11,732, Dobie9 Resources needed for teacher training, teacher resources and student materials for G/T - 199 - General Fund - \$4,384	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> An AFJROTC program will be offered to students as an alternative elective for students interested in the military. The objectives of JROTC are to educate and train High School cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals. <b>Strategy's Expected Result/Impact:</b> Increased student participation in program <b>Staff Responsible for Monitoring:</b> AFJROTC leaders	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

**Performance Objective 1:** By January 2024, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

**District Objective:**  
Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.





**Evaluation Data Sources:** Increased numbers of Highly Qualified personnel

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Potential candidates will be screened by PISD Administration and scored based on specific criteria. Dobie High School will view the scores and discuss whether the candidate meets the present need of our campus. Candidates chosen will be interviewed by the Principal/ Assistant Principal, Content Specialist or other representative. <b>Strategy's Expected Result/Impact:</b> Increased number of highly effective teachers on staff. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		
	Jan	Apr	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>			

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

**Performance Objective 2:** Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Training for staff will be offered throughout the school year on campus and at the District. Staff will receive information about the dates and times of the training and will have opportunity to register for the training they need. <b>Strategy's Expected Result/Impact:</b> Increased rigorous, relevant instruction noted during walk through; increased scores on formative and summative assessments. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Content Specialists  <b>Funding Sources:</b> Resources are needed for teacher training and materials. - 199 - General Fund - \$3,600	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 4: FAMILY & COMMUNITY ENGAGEMENT** - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

**Performance Objective 1:** By July 2024, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

**District Objective:**  
Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2





**Evaluation Data Sources:** Surveys, and Participation at events

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parents will be actively pursued to increase involvement in extracurricular activities, campus activities and academic pursuits of their children. Parent nights, special ceremonies, Open House and invitations to opportunities which showcase academic achievement will be planned throughout the year for parental involvement. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement <b>Staff Responsible for Monitoring:</b> Assistant Principals, Leaders of extracurricular activities	Formative		
	Jan	Apr	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>			

**Goal 4: FAMILY & COMMUNITY ENGAGEMENT** - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

**Performance Objective 2:** We will dialogue with business and community partners to share the needs of our students and campus and ask partners how they might be able to help us in our effort to provide the highest quality education possible to our students.

**Evaluation Data Sources:** Surveys, Community Events

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will work with the area business and community organizations to provide guest speakers for campus wide events, such as college day, career talks, and other events. <b>Strategy's Expected Result/Impact:</b> Increased business and community involvement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Content Specialists	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will partner with community organizations and businesses for large community service projects such as a Dobie food drive, Seniors helping Seniors, and other community needs that may arise. <b>Strategy's Expected Result/Impact:</b> Increased business and community involvement <b>Staff Responsible for Monitoring:</b> Assistant Principals	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			







**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 1:** By June 2024, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made. Strategic Plan 5.4

**District Objective:**

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will follow the District plan for safety and security for all of our staff and students. Administrators, teachers and students will be trained in ALICE by campus police to provide schoolwide safety procedures. <b>Strategy's Expected Result/Impact:</b> Increased safety and security for Administrators, teachers and students <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Police	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All teachers, support staff and students will be trained in the components of the school safety plan. <b>Strategy's Expected Result/Impact:</b> Increased safety on campus; Increased emotional safety <b>Staff Responsible for Monitoring:</b> Crisis Management Team, Counseling Team	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All campus staff will view a video about bullying to raise awareness of this issue and to provide information on how best to assist students who report bullying issues. <b>Strategy's Expected Result/Impact:</b> Increased awareness of bullying; increased knowledge on how to effectively help students who report bullying issues. <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 2:** During the 23-24 SY, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

**District Objective:**

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Programs focused on the Social/Emotional health of students will be provided in Fine Arts, including Band, Choir, Dance, Orchestra, Theatre Arts, Art, as well as, through Physical Education, including Athletics, Sports Medicine, PE, Outdoor Education, JROTC, Tennis, Weightlifting and Health Education. <b>Strategy's Expected Result/Impact:</b> Increased Social/Emotional health of students as indicated by improved attendance, success in academics, increased involvement in School Programs <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The Dobie 9th Grade Campus will provide a smaller learning environment and closer supervision while students make the social/emotional adjustment necessary when moving from Intermediate School to High School. <b>Strategy's Expected Result/Impact:</b> Successful student transition from Intermediate School to High School <b>Staff Responsible for Monitoring:</b> Administrators, counselors	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Using Pride time to reach struggling learners 4x a week.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Targeted support will be provided, during the school day, after school, and on Saturday mornings, with a focus on areas of weakness, as indicated by EOC assessments and STAAR data, for all students including students identified as 504, Special Education, Emergent Bilingual, Migrant, At-Risk, Dyslexic, Speech Pathology, and any other population needing intervention. Students qualifying through HB4545 will be included in the targeted support. After school transportation and other materials will be provided for Extended Day students, using ED Funds.
1	3	1	Using Pride time to reach struggling learners 4x a week.

# State Compensatory

## Budget for Dobie High School

**Total SCE Funds:** \$3,279,942.00

**Total FTEs Funded by SCE:** 72

### Brief Description of SCE Services and/or Programs

Payroll Costs; Salaries for Substitute Teachers or Paraprofessionals

## Personnel for Dobie High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adams, Heather	Teacher - High School	1
Aguilar, Kristen	Teacher - High School	1
Alexander, Michael	Teacher - High School	1
Ayala, Susan	Teacher - High School	1
Balderaz, Samantha	Teacher - High School	1
Baldon, Gregory	Teacher - High School	1
Benavides, Angelica	Teacher - High School	1
Berreth, Dianne	Teacher - High School	1
Bowyer, Tiffany	Teacher - High School	1
Brown, Kelli	Teacher - High School	1
Capell, Lynn	Teacher - High School	1
Cerre, Elke	Teacher - High School	1
Connell, Tracy	Paraprofessional - Instructional	1
Daugherty, William	Teacher - High School	1
Davis, Larry	Teacher - High School	1
Duda, Joseph	Teacher - High School	1
Eads, Kathy	Teacher - High School	1
Ediger, Kyle	Teacher - High School	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Esparza, Jose	Teacher - High School	1
Evans, Jordan	Teacher - High School	1
Galindo, Lizbeth	Teacher - High School	1
Garcia, Aileen	Teacher - High School	1
Garcia, Perla	Teacher - High School	1
Garza, Hector	Teacher - High School	1
Gaston, Angela	Teacher - High School	1
George, Jessy	Teacher - High School	1
Gomez, Genesis	Teacher - High School	1
Gonzalez, Veronica	Teacher - High School	1
Gradney, Vernon		1
Gutierrez, Edwin	Teacher - High School	1
Hall, Chastity	Teacher - High School	1
Hawks, Sky	Teacher - High School	1
Kemp, Nichole	Teacher - High School	1
Kirkpatrick, Andrew	Teacher - High School	1
Kneisler, John	Teacher - High School	1
Lai Zayas, Iris	Teacher - High School	1
Lambert, Megan	Teacher - High School	1
Landrum, Patricia	Teacher - High School	1
Landry, Cohen	Teacher - High School	1
Langston, Amanda	Teacher - High School	1
Manahan, Colin	Teacher - High School	1
Mathews, Aaron	Teacher - High School	1
Mcneill, Clarence	Teacher - High School	1
Mull, Sonja	Teacher - High School	1
Munoz, Gabriel	Teacher - High School	1
Mutz, Cindy	Teacher - High School	1
Nava, Patrick	Teacher - High School	1
Nweke, Maureen	Teacher - High School	1
Park, Matthew	Teacher - High School	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Pheister, Robert	Teacher - High School	1
Ponce, Anthony	Teacher - High School	1
Priestley, Jessica	Teacher - High School	1
Rampp, William	Teacher - High School	1
Rodriguez, Rachel	Teacher - High School	1
Salomon, Kareem	Teacher - High School	1
Scheffer, David	Teacher - High School	1
Seigler-Keton, Leslie	Teacher - High School	1
Shaukat, Faryal	Teacher - High School	1
Shaukat, Reema	Teacher - High School	1
Sims, Lori	Teacher - High School	1
Sinski, Rayanne	Teacher - High School	1
Torres, Miguel	Teacher - High School	1
Ullman, Clara	Teacher - High School	1
Umansor, Imelda		1
Valencia, Ana	Teacher - High School	1
Valerio, Karrie	Teacher - High School	1
Velo, Monica	Teacher - High School	1
Villacorta, Vanity	Paraprofessional - Instructional	1
Villacorta, Vivian	Paraprofessional - Instructional	1
Wald, Lawrence	Teacher - High School	1
Williams, Mildred	Teacher - High School	1
Wissel, Christopher	Teacher - High School	1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Resources needed for continued technology training for teachers, as they provided skilled instruction using the most up to date technology and effective techniques		\$6,180.00
1	2	1	Dobie9 Resources needed for training and materials for ESL and SIOP teachers		\$3,300.00
1	2	1	Dobie9 Resources needed for training and materials for Special Education teachers and Support Facilitators		\$4,200.00
1	2	1	Dobie9 Basic Instructional Funding (BFU/OT/FIXED)		\$161,461.00
1	2	1	Dobie Main Basic Instructional Funding (BFU/OT/FIXED)		\$435,299.00
1	2	1	Dobie Main Resources needed for training and materials for ESL and SIOP teachers		\$6,738.00
1	2	1	Dobie Main Resources needed for training and materials for Special Education teachers and Support Facilitators		\$5,550.00
2	1	3	Dobie9 Resources needed for teacher training, teacher resources and student materials for G/T		\$4,384.00
2	1	3	Dobie Main Resources needed for teacher training, teacher resources and student materials for G/T		\$11,732.00
3	2	1	Resources are needed for teacher training and materials.		\$3,600.00
Sub-Total					\$642,444.00
Budgeted Fund Source Amount					\$642,444.00
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Dobie9 Resources needed for teacher aides to assist in classrooms, teacher training for SIOP model and other staff development for teachers, ESL certification programs for teachers		\$201,020.32
1	2	1	Dobie Main Resources needed for teacher aides to assist in classrooms, teacher training for SIOP model and other staff development for teachers, ESL certification programs for teachers		\$209,401.26
Sub-Total					\$410,421.58
Budgeted Fund Source Amount					\$410,421.58



263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Dobie Main General Supplies and materials		\$20,249.00
1	2	1	Dobie9 Resources for Staffing, Substitute teachers, Support Personnel, clerical medical, retirement/TSR Care		\$623,819.00
1	2	1	Dobie Main Resources for Staffing, Substitute teachers, Support Personnel, clerical medical, retirement/TSR Car		\$2,676,258.00
1	2	1	Dobie9 Miscellaneous Operating Costs		\$7,751.00
Sub-Total					\$3,328,077.00
Budgeted Fund Source Amount					\$3,328,077.00
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Resources needed for teachers to provide focused tutoring and appropriate materials, based on student needs, in preparation for STAAR		\$100,430.61
Sub-Total					\$100,430.61
Budgeted Fund Source Amount					\$100,430.61
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Resources needed for after school transportation, teacher pay and other materials for Extended Day Students.		\$30,200.00
Sub-Total					\$30,200.00
Budgeted Fund Source Amount					\$30,200.00
+/- Difference					\$0.00
Grand Total Budgeted					\$4,511,573.19
Grand Total Spent					\$4,511,573.19
+/- Difference					\$0.00

# Addendums

# 2022-2023 Bilingual Education Exception/English as a Second Language (ESL) Waiver Application – Part 2

CDN: \_\_\_\_\_

District Name (No abbreviations): \_\_\_\_\_

## ALTERNATIVE LANGUAGE PROGRAM CODE AND RECRUITING ACTIVITIES

### WHAT IS AN ALTERNATIVE LANGUAGE PROGRAM (ALP) CODE?

If a district/local education agency (LEA), including school districts, open-enrollment charters, and districts of innovation, does not have the appropriately certified educators for their required bilingual education or English as a second language (ESL) program, the district files the applicable bilingual education exception or ESL waiver for the teacher(s) and student(s) impacted, per TEC §29.054 and 19 TAC §89.1207. Students under the bilingual education exception or ESL waiver will temporarily be assigned to participate in the alternative language program code, and their instructional environment is as described in the district's application (part 2) for the current school year. Teachers providing core content instruction to students with the ALP code will be supported by the district's comprehensive professional development plan. The content instruction for students with the ALP code must

- align as closely as possible to the district's required bilingual or ESL program to continue providing the adequate program services for students,
- meet the affective, linguistic, and cognitive needs of their emergent bilingual (EB) students/English learners (ELs); and
- ensure students are given the opportunity to master the essential knowledge and skills of the required curriculum, including TEKS for foundation and enrichment areas, the English language proficiency standards (ELPS), and college and career readiness standards (CCRS) [19 TAC §89.1207(a)(1)(B) and §89.1207(b)(1)(B)] as they develop effective literacy and academic language skills in primary language and English (when applicable).

### WHAT ARE THE APPLICABLE ALTERNATIVE LANGUAGE PROGRAM PEIMS CODES?

The PEIMS Alternative Language Program Code Table will only be utilized if a district has submitted a bilingual education exception and/or an ESL waiver and must be used in combination with the appropriate PEIMS Parental Permission codes as described below. The [Code Guide](#) for Bilingual and ESL Program Association provides further details on how to appropriately use these codes for participating students.

- If the parent of an EB student/EL approves placement of the student in the bilingual education program but the district is under a **bilingual education exception**, the student's Parental Permission Code is E, the Alternative Language Program Code is 01, and the Bilingual Education and ESL Program Codes are 0.
- If the parent of an EB student/EL approves placement of the student in the ESL program but the district is under an **ESL waiver**, the student's Parental Permission Code is J, the Alternative Language Program Code is 02, and the Bilingual and ESL Program Codes are 0.

# 2022-2023 Bilingual Education Exception/English as a Second Language (ESL) Waiver Application – Part 2

## INSTRUCTIONS

- If applying for
  - a **bilingual education exception only**, complete sections 1, 3, and 4.
  - an **ESL waiver only**, complete sections 2, 3, and 4.
  - **both** a bilingual education exception and an ESL waiver, complete all sections.
- Save a copy of this form prior to submission. Maintain all supporting documentation at the local level.

## SECTION 1: BILINGUAL EDUCATION EXCEPTION ALTERNATIVE LANGUAGE PROGRAM CODE

*Complete this section if applying for a bilingual education exception.*

### FEATURES OF A BILINGUAL EDUCATION EXCEPTION ALP CODE

The temporary alternative language program code for a district's required bilingual education program may consist of **one or more** of the following:

- **Aligned to Intended Bilingual Program Model** – The district's intended bilingual education program model, aligned to [TAC §89.1210(c)], is provided by a teacher who is expected to obtain bilingual certification within the current school year. The teacher follows the district's language allocation plan for their intended bilingual program model, including **delivery of primary language instruction**.
- **Aligned to ESL Content Based Program Model [TAC §89.1210(d)(1)]** – Emergent bilingual (EB) students/English learners (ELs) receive all of their content instruction in English reading and language arts, mathematics, science, and social studies by a teacher(s) who hold(s) a valid classroom teaching certification appropriate for grade level and subject area as well as an ESL certification.
- **Aligned to ESL Pull-Out Program Model [TAC §89.1210(d)(2)]** – EB students/ELs receive their English reading and language arts instruction by a teacher(s) who hold(s) a valid classroom teaching certificate appropriate for grade level and English reading and language arts as well as an ESL certification.
- **Content-Based Language Instruction** – EB students/ELs receive all of their content instruction in English reading and language arts, mathematics, science, and social studies by a teacher(s) who is/are trained in content-based language instruction/sheltered instruction.
- **Supplemental Primary Language Support** – In addition to one or more of the above program features, EB students/ELs receive additional primary language support from other educators, including paraprofessionals.

# 2022-2023 Bilingual Education Exception/English as a Second Language (ESL) Waiver Application – Part 2

## BILINGUAL EDUCATION ALTERNATIVE LANGUAGE PROGRAM CODE DESCRIPTION

Based on one or more of the ALP Code features described above, provide a brief description on how the proposed temporary alternative language program code for the district's required **bilingual education program** will meet the affective, linguistic, and cognitive needs of EB students/ELs. Be sure to describe how the program may differ across campuses or grade levels but ensure the linguistic and content needs of students are met.

## SECTION 2: ESL WAIVER ALTERNATIVE LANGUAGE PROGRAM CODE

*Complete this section if applying for an English as a second language (ESL) waiver.*

### FEATURES OF AN ESL ALP CODE

The temporary alternative language program code for a district's required ESL program may consist of **one or more** of the following:

- **Content-Based Language Instruction** – Emergent bilingual (EB) students/English learners (ELs) receive all of their content instruction in English reading and language arts, mathematics, science, and social studies by a teacher(s) who is/are trained in content-based language instruction/sheltered instruction.
- **Supplemental ELD Support** – In addition to one or more of the above program features, EB students/ELs receive additional English language development (ELD) support from other educators, including paraprofessionals.

# 2022-2023 Bilingual Education Exception/English as a Second Language (ESL) Waiver Application – Part 2

## ESL ALTERNATIVE LANGUAGE PROGRAM CODE DESCRIPTION

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**Based on one or more of the ALP Code features described above,** provide a brief description on how the proposed temporary alternative language program code for the district's required **ESL program** will meet the affective, linguistic, and cognitive needs of EB students/ELs. Be sure to describe how the program may differ across campuses or grade levels but ensure the linguistic and content needs of students are met.

## SECTION 3: ACTION PLAN WITH RECRUITING ACTIVITIES

*Complete this section if applying for a bilingual education exception, ESL waiver, or both.*

### TARGETED RECRUITING ACTIVITIES PLANNED FOR SCHOOL YEAR 2022-2023 NARRATIVE RESPONSE

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**Provide the district's action plan** for the 2022-2023 school year. The plan should include 3-5 documentable activities the district will complete during the year. The activities should (1) demonstrate support for teachers seeking certification (2) reflect efforts to recruit certified teachers to the district, and (3) strengthen program implementation by preparing teachers under the bilingual exception or ESL waiver to better serve the needs of the district's emergent bilingual students.

# 2022-2023 Bilingual Education Exception/English as a Second Language (ESL) Waiver Application – Part 2

## SECTION 4: PROGRAM EVALUATION

*Comply with the following reporting requirements by maintaining supporting documentation as described in this section when applying for a bilingual education exception, ESL waiver, or both.*

### PROGRAM EVALUATION DOCUMENTATION

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**Include the following** in the annual district report on educational performance of the bilingual education and/or ESL program, as described in TAC §89.1265(c).

- the number of teachers for whom an exception or waiver was/is being filed;
- the number of teachers for whom an exception or waiver was filed in the previous year who successfully obtained appropriate certification; and
- the frequency and scope of a [comprehensive professional development plan](#), implemented as required under 19 TAC §89.1207(a)(1)(D) or §89.1207(b)(1)(D), and results of such plan if an exception and/or waiver was filed in the previous school year.
  - The comprehensive professional development plan should include
    - The use of the 10% from the BEA funds to provide targeted PD for the teachers under an exception or waiver
      - a. To prepare for the certification exam before the end of the school year
      - b. To equip them with second language acquisition practices and evidence-based strategies that positively impact EB student outcomes
      - c. To build capacity with other teachers that may serve EB students

## APPENDIX - 2023-2024

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and</li> </ul>	TEC 11.253(d)	Executive Director of Curriculum and Instruction  District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:             <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:               <ul style="list-style-type: none"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources  Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021  TEC 37.0831	Associate Superintendent of Special Programs  Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor “Say Something” program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>• Statement that dating violence will not be tolerated.</li> <li>• Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>• Guidelines for students who are victims</li> </ul>	SB9  TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023



**Pasadena Independent School District**  
**Dr. Kirk Lewis Career and Technical High School**  
**2023-2024 Campus Improvement Plan**



# **Mission Statement**

The mission of the Dr. Kirk Lewis Career and Technical High School is to empower students to successfully transition to the global community through unique educational experiences.

## **Vision**

The vision of the Dr. Kirk Lewis Career and Technical High School is to immerse our students in a transformative environment, empowering them to engage their active and creative minds in experiential learning through innovative academic and career pathway courses. Upon graduation, students will have the courage and compassion to utilize their unique genius to become responsible, ethical leaders able to overcome challenges and grasp opportunities presented in the global community.

## **Federal Funds Compliance Statement**

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Dr. Kirk Lewis Career & Technical High School 2023-24 CAMPUS IMPROVEMENT PLAN NEEDS ASSESSMENT NEEDS ASSESSMENT OVERVIEW

#### Campus Team

At the Dr. Kirk Lewis Career and Technical High School, the Site-Based Decision Making Team (SBDMT) is known as the Campus Leadership Team (CLT). Teacher members of the CLT are nominated and selected by fellow teachers from each department. Non-classroom professionals, district representatives, business representatives and student representatives are asked to serve by the campus administrative team. Campus administrators serve on rotating one year terms. Parents who are members of our campus Very Involved Parents (VIP) organization are asked to submit at least two representatives. Student representatives from each grade level are selected from our AVID (Advancement Via Individual Determination) grade level courses.

#### The 2023-24 CTHS CLT Members are:

ROLE	LAST	FIRST	REPRESENTING	DESCRIPTION	Year(s)
Special Education Teacher	Barzilla	Scott	Special Education Department	Teacher	22-23, 23-24
English Teacher	Bujnoch	Patricia	ELA Department	Teacher	22-23, 23-24
Technology Facilitator	Crawford	Andy	Technology Team	Teacher	22-23, 23-24
Science Teacher	Crews	Casey	Science Department	Teacher	23-24
Principal	Fleming	Steven	Non-Voting	Administrator	Yearly
Counselor	Flores	Christina	Counseling	Administrator	22-23, 23-24
Business/Industry Partner	Grier	Jason	Business/Industry Partner	Business representative	23-23
Campus Content Specialist	Luciano	Gabe	Campus Content Specialists	Non-classroom professional	22-23, 23-24
Student	Meyers	Caleb	Grade 10 Students	Student	22-23, 23-24
World Language Teacher	Morris	Angelica	World Language Department	Teacher	23-24
Student	Ocanas	Fatima	Grade 12 Students	Student	23-24
Mathematics Teacher	Paez	Christopher	Mathematics Department	Teacher	22-23, 23-24
AVID Teacher	Patterson	Carol	ESL/SIOP/AVID	Teacher	22-23, 23-24
Parent	Perez	Erica	Parents	Parent	23-24
CTE Teacher	Ryan	Melissa	CTE Department	Teacher	22-23, 23-24
Student	Scott	Zion	Grade 9 Students	Student	23-24
Parent	Square	Kimberly	Parent	Parent	23-24
Social Studies Teacher	Smith	Peyton	Social Studies Department	Teacher	22-23, 23-24
Testing Coordinator	Smith	Sarah	Testing & Instructional Materials	Non-classroom professional	22-23, 23-24
District Representative	Summers	Donna	District Research & Data	District Representative	23-24

ROLE	LAST	FIRST	REPRESENTING	DESCRIPTION	Year(s)
Physical Fitness Teacher	Waller	Brad	Art/P.E./Health	Teacher	22-23, 23-24
Student	Urquiza	Jorge	Grade 11 Students	Student	23-24
Librarian	Whalen	Amy	Library	Teacher	23-24
Assistant Principal	White	Kristi	Administration	Administrator	23-24
CTE Teacher	Y'Barbo	Michael	CTE Department	Teacher	23-24

### **Campus Needs Assessment Process:**

The CLT began with the 2022-23 Campus Improvement Plan (CIP). Each performance objective and strategy was reviewed at the September 2023 CLT meeting (see meeting minutes). CLT members serve as team leaders for each of the strategies in the campus plan. CLT members lead smaller groups of teachers and staff members to review their assigned strategy, complete the Campus Needs Assessment Data Analysis form and submit their suggestions for revisions and changes. If it was determined that a particular strategy had already been completed or was now ongoing and no longer required focused improvement, the strategy could be recommended for removal from the 2023-24 CIP. Members had the month of September and early October 2023 to complete their work and submit their recommendations for the 2023-24 CIP. Recommendations were then compiled and strategies were revised, added or removed as needed. The revised 2023-24 CIP was presented to the CLT at the November 2023 meeting for approval. The CLT member assignments for the CIP revision are listed below:

22-23 Goal	22-23 Performance Objective	22-23 Strategy	Review Team Leader	Review Decision
1	1	1	Kristi White	Revise/Edit/Update
1	1	2	Kristi White	Revise/Edit/Update
1	2	1	Patricia Bujnoch	Revise/Edit/Update
1	2	2	Patricia Bujnoch	Revise/Edit/Update
1	2	3	Christopher Paez	Revise/Edit/Update
1	2	4	Casey Crews	Revise/Edit/Update
1	2	5	Peyton Smith	Revise/Edit/Update
1	2	6	Gabe Luciano	Revise/Edit/Update
1	2	7	Gabe Luciano	Revise/Edit/Update
1	2	8	Dr. Christina Flores	Revise/Edit/Update
1	3	1	Patricia Bujnoch	Revise/Edit/Update
1	3	2	Scott Barzilla	Revise/Edit/Update
1	3	3	Kristi White	No revision needed
1	3	4	Kristi White	No revision needed
1	4	1	Carol Patterson	Revise/Edit/Update
1	4	2	Carol Patterson	Revise/Edit/Update
1	4	3	Kristi White	Revise/Edit/Update
1	5	1	Sarah Smith	Revise/Edit/Update
1	5	2	Sarah Smith	Revise/Edit/Update
1	5	3	Sarah Smith	Revise/Edit/Update
1	6	1	Sarah Smith	Revise/Edit/Update
2	1	1	Dr. Christina Flores	Revise/Edit/Update
2	1	2	Carol Patterson	Revise/Edit/Update

22-23 Goal	22-23 Performance Objective	22-23 Strategy	Review Team Leader	Review Decision
2	1	3	Carol Patterson	Revise/Edit/Update
2	2	1	Steve Fleming	Revise/Edit/Update
2	3	1	Kristi White	Revise/Edit/Update
2	3	2	Dr. Christina Flores	Revise/Edit/Update
2	3	3	Michael Y'Barbo	Revise/Edit/Update
2	4	1	Michael Y'Barbo	Revise/Edit/Update
2	5	1	Melissa Ryan	Revise/Edit/Update
2	5	2	Steve Fleming	Revise/Edit/Update
2	6	1	Andy Crawford	Revise/Edit/Update
3	1	1	Steve Fleming	Revise/Edit/Update
3	1	2	Kristi White	No revision needed
3	1	3	Steve Fleming	Revise/Edit/Update
4	1	1	Christina Flores	Revise/Edit/Update
5	1	1	Steve Fleming	Revise/Edit/Update
5	1	2	Kristi White	No revision needed
5	2	1	Kristi White	Revise/Edit/Update
5	3	1	Brad Waller	Revise/Edit/Update
5	3	2	Brad Waller	Revise/Edit/Update
5	4	1	Kristi White	No revision needed
5	4	2	Kristi White	No revision needed
6	1	1	Andy Crawford	Revise/Edit/Update

# Demographics

## Demographics Summary

### 2023-24 CAMPUS IMPROVEMENT PLAN NEEDS ASSESSMENT SECTION 1: DEMOGRAPHICS

#### SCHOOL

The Dr. Kirk Lewis Career and Technical High School is located in the Pasadena Independent School District at 1348 Genoa Red Bluff Road in Houston, Texas. We are located in an ideal location at the corner of the Sam Houston Tollway East/Beltway 8 and Genoa Red Bluff Road intersection. We are in close proximity to the Houston Ship Channel, the Johnson Space Center, Ellington Field Airport, and only a short distance from major petrochemical and industrial complexes as well as the Houston Medical Center.

Our campus is an application-based, school of choice high school serving 1433 students in grades 9-12 and 29 students in Pre-Kindergarten grades PK-3 and PK-4 in the Pasadena Independent School District. This is an increase of 10 high school students from the previous school year.

In the 2023-24 School Year,

#### SCHOOL ENROLLMENT – CURRENT YEAR

GRADE	NUMBER OF STUDENTS ENROLLED
09	397
10	366
11	330
12	341
HS TOTAL	1433
PK 3 & 4	29
CAMPUS TOTAL	1463

#### SCHOOL ENROLLMENT – 9 YEAR HISTORICAL

GRADE	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
PK	30	30	30	33	31	23	33	30	29
09	333	348	360	358	396	406	381	384	397
10	343	324	349	351	349	377	371	346	366
11	271	336	318	344	338	344	347	350	330
12	284	248	328	311	339	330	335	343	341
TOTAL	1261	1286	1385	1397	1453	1480	1463	1453	1463

The overall CTHS student enrollment is remaining steady, with only a slight increase of 10 students from the previous year. We have returned to pre-COVID enrollment levels.

#### RACE/ETHNICITY (Student Reported) for the 2023-24 School Year

ETHNIC GROUP	NUMBER OF STUDENTS SELF-REPORTED	SCHOOL PERCENTAGE
Asian	33	2.25%

ETHNIC GROUP	NUMBER OF STUDENTS SELF-REPORTED	SCHOOL PERCENTAGE
Black	48	3.28%
Hispanic	1304	89.07%
Indian	0	0.00%
Pacific Islander	0	0.00%
Two or More Ethnic Groups	5	0.34%
White	74	5.05%

CTHS Race/Ethnicity data continues to show our Hispanic student group as the predominant race/ethnicity group at over 89% with White students at 5.05%, African American at slightly over 3%, and Asian students a slightly over 2%. This is a decrease of 1.21% for White students, a 0.19% increase for Asian students, a 0.39% increase for Black or African American students, and a 0.7% increase for Hispanic students.

We will carefully monitor the number of students in each ethnic category as the state has lowered the number of students whose scores will count toward our campus accountability from 25 to 10 in each ethnic subgroup. We may have students in ethnic groups whose scores will count toward our accountability that have not counted in previous years.

#### **MALE & FEMALE (Student Reported)**

SEX	NUMBER OF STUDENTS	SCHOOL PERCENTAGE
Female	712	48.63%
Male	752	51.37%

This year, we have a 0.43% increase in our female student population. Overall, we are a balanced school gender population.

#### **HOME LANGUAGE (Student Reported)**

HOME LANGUAGE	NUMBER OF STUDENTS SELF-REPORTED	SCHOOL PERCENTAGE
Spanish	903	61.68%
English	529	36.13%
Vietnamese	24	1.64%
Urdu	2	0.14%
Arabic	2	0.14%
Bengali	1	0.07%

61.68% of CTHS students report that Spanish is their predominant home language. We have a 0.5% increase in English as a primary home language and a 0.2% increase in Vietnamese as the primary home language. We must ensure that campus communication to parents is provided in Spanish and English to reach our two primary language groups.

#### **MEAL STATUS (Student Reported)**

MEAL STATUS	2023-24	23-24 %	2022-23	22-23%	PERCENTAGE CHANGE FROM PREVIOUS YEAR
Free or Reduced Price	1197	81.4%	1051	81.4%	0.0%
None	273	18.6%	253	17.41%	-1.19%

The number of students receiving free or reduced price meals has increased by 146 students. Although the overall campus percentage did not change, the total number of students changed. Our district now provides universal free breakfast and lunch to all students so access to healthy, nutritious meals is provided for our students. We must remain mindful to consider the costs for school-related supplies and events on our families and students!



**STUDENT GROUPS**

GROUP	23-24 STUDENTS	23-24 SCHOOL PERCENTAGE	PERCENTAGE CHANGE FROM PREVIOUS YEAR
Gifted/Talented	105	7.1%	0.0%
Special Education	84	5.7	- 0.1%
English Learners	360	24.5%	+ 4.2%
Monitor 1 EL	8	0.5%	+ 0.4%
Monitor 2 EL	6	0.4%	- 0.6%
Migrant	0	0.0%	- 0.1%
Bilingual	330	22.4%	+3.8%
Free or Reduced Price Meals	1197	81.4%	+ 5.0%
At-Risk	919	62.5%	+ 3.9%
Section 504	134	9.1%	- 0.1%
Dyslexia	100	6.8%	+ 1.3%

Significant changes in our student group data continues to be the increase in the number of English Learners (EL) and bilingual students, with almost one quarter of our entire student population reported as Emergent Bilingual students. These changes are reflected in our campus TELPAS and STAAR/EOC scores. We continue to see increase in the number of student receiving free or reduced price meals. Our percentage of at-risk students also continues to increase as well as students receiving Section 504 services. The number of students receiving dyslexia services increase from 80 to 100 students which will increase the workload on both our special education and dyslexia assistance intervention teacher (DAIT). All of these increases will require reallocation of both staff and resources to meet the needs of our students and families.

# Student Achievement

## Student Achievement Summary

### 2023-24 CAMPUS IMPROVEMENT PLAN NEEDS ASSESSMENT SECTION 2: STUDENT ACHIEVEMENT SUMMARY

Since the Texas Education Agency has not released accountability ratings or standards for the 2022-23 school year, some of the data contained in the Student Achievement Summary is from the 2022 Accountability Ratings. We have entered the accountability data that has been provided for the 2022-23 school year and developed our campus goals and strategies from the data available to us at the time of the Campus Improvement Plan submission. As new data becomes available or as accountability ratings or standards are released, we will update our Campus Improvement Plan accordingly.

The Dr. Kirk Lewis Career and Technical High School (101917016) received an overall “A” campus rating in the 2022 Accountability Ratings Summary. CTHS was NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

The accountability data summary below is from the 2022 Accountability Ratings Overall Summary from the Texas Education Agency.

#### 2022 ACCOUNTABILITY RATINGS

	COMPONENT SCORE	SCALED SCORE	RATING
OVERALL CAMPUS		90	A
STUDENT ACHIEVEMENT		91	A
STAAR Performance	60	90	
College, Career and Military Readiness	73	93	
Graduation Rate	97	90	
SCHOOL PROGRESS		91	A
Academic Growth	77	87	B
Relative Performance (Eco Dis: 69.1%)	67	91	A
CLOSING THE GAPS	87	86	B
Academic Achievement Status	93% Met Standard		
Growth Status	100% Met Standard		
English Language Proficiency Status	0% Met Standard		
School Quality Status	100% Met Standard		

	COMPONENT SCORE	SCALED SCORE	RATING

### **DESTINCTION DESIGNATIONS**

CTHS students earned 6 out of 7 possible distinction designations for the 2022 Accountability Summary.

DISTINCTION DESIGNATION	EARNED
ELA/Reading	No
Mathematics	YES
Science	YES
Social Studies	YES
Top 25 Percent Comparative Academic Growth	YES
Postsecondary Readiness	YES
Top 25 Percnet Comparative Closing the Gaps	YES

### **DOMAIN RATINGS 4 YEAR COMPARISONS**

#### **DOMAIN 1: STUDENT ACHIEVEMENT (Component Scores)**

	2022-23	2021-22	2020-21	2019-20	2018-19
STAAR Performance	Data not released	60	60	Not rated due to COVID-19	62
College, Career and Military Readiness	Data not released	73	75	Not rated due to COVID-19	Not campus of accountability
Graduation Rate	Data not released	97	99	Not rated due to COVID-19	Not campus of accountability

CTHS students maintained almost identical student achievement component scores for 2021-22 as in 2020-21.

Both College, Career and Military Readiness (CCMR) and Graduation Rate decreased by 2%.

Both CCMR and Graduation Rate will be areas of focus for our campus in the 2022-23 school year.

#### **DOMAIN 2: SCHOOL PROGRESS (Component Scores)**

	2022-23	2021-22	2020-21	2019-20	2018-19
Academic Growth	Data not released	77	N/A	Not rated due to COVID-19	76
Relative Performance	Data not released	67	68	Not rated due to COVID-19	62

- CTHS had a 1% increase in Academic Growth as measured against Pre-COVID 2018-19 scores.
- CTHS had a 5% increase in Relative Performance as measured against Pre-COVID 2018-19 scores and a 1% decrease when measured against the 2020-21 score.

**DOMAIN 3: CLOSING THE GAPS**

	2022-23	2021-22	2020-21	2019-20	2018-19
Academic Achievement Status	Data not released	93	93	Not rated due to COVID-19	89

- CTHS scores in Academic Achievement Status remained unchanged at 93 from the previous 2020-21 score.

**STAAR PERFORMANCE****DOMAIN 1: PERFORMANCE – Algebra I EOC**

Algebra I Performance	2017	2018	2019	2020	2021	2022	2023	Change 22:23
CTHS % at Approaches Grade Level	96	92	97	NS	92	96	95	-1
CTHS % at Meets Grade Level	49	49	84	NS	56	68	69	+1
CTHS % at Masters Grade Level	15	20	54	NS	27	37	27	-10
PISD % at Meets Grade Level	50	57	83	NS	57	67	65	-2
Texas % at Meets Grade Level	56	61	66	NS	42	52	51	-1

- On the Algebra I EOC examination:
  - Approaches Grade level had a decrease of 1% from the previous year.
  - Meets Grade level made an increase of 1% from the previous year.
  - Masters Grade level had a decrease of 10% from the previous year.
- Overall Algebra I scores remained consistent at the approaches and meets grade level, however our masters grade level decreased 10% from the previous year. The state masters grade level scores also decreased 6% from the previous year.
- CTHS students performed ahead of the state and district percentages at the approaches, meets, and masters levels.

**DOMAIN 1: PERFORMANCE – English I EOC**

	2017	2018	2019	2020	2021	2022	2023	Change 22:23
CTHS % at Approaches Grade Level	79	80	85	NS	80	84	91	+7
CTHS % at Meets Grade Level	61	61	70	NS	60	66	78	+12
CTHS % at Masters Grade Level	6	8	10	NS	10	10	16	+6

	2017	2018	2019	2020	2021	2022	2023	Change 22:23
PISD % at Meets Grade Level	43	47	56	NS	48	51	61	+10
Texas % at Meets Grade Level	54	54	60	NS	55	56	64	+8

- On the English Language Arts I EOC examination:
  - Approaches Grade level made an increase of 7% from the previous year.
  - Meets Grade level made an increase of 12% from the previous year.
  - Masters Grade level made an increase of 6% from the previous year.
  - CTHS students performed 17% higher than the district and 14% higher than the state at the meets expectations level.

### **DOMAIN 1: PERFORMANCE – English II EOC**

	2017	2018	2019	2020	2021	2022	2023	Change 22:23
CTHS % at Approaches Grade Level	84	85	85	NS	87	83	91	+8
CTHS % at Meets Grade Level	70	67	63	NS	74	71	76	+5
CTHS % at Masters Grade Level	9	9	8	NS	10	8	7	-1
PISD % at Meets Grade Level	44	50	53	NS	55	60	60	0
Texas % at Meets Grade Level	54	60	60	NS	61	64	64	0

On the English Language Arts II EOC examination:

- Approaches Grade level increased by 8% from the previous year.
- Meets Grade level increased by 5% from the previous year.
- Masters Grade level declined by 1% from the previous year.
- CTHS is 16% above the district average and 12% above the state average performance at Meets Grade level.

### **DOMAIN 1: PERFORMANCE – Biology EOC**

	2017	2018	2019	2020	2021	2022	2023	Change 21:22
CTHS % at Approaches Grade Level	97	95	99	NS	93	97	98	+1
CTHS % at Meets Grade Level	73	76	85	NS	74	82	78	-4
CTHS % at Masters Grade Level	29	33	35	NS	25	32	30	-2
PISD % at Meets Grade Level	58	64	67	NS	55	66	62	-4
Texas % at Meets Grade Level	62	64	67	NS	56	62	62	0

- On the Biology EOC examination:
  - Approaches Grade level increased by 1% from the previous year.
  - Meets Grade level decreased by 4% from the previous year.

- Masters Grade level decreased by 2% from the previous year.
- CTHS performed 16% higher than the district and the state at the Meets grade level performance.
- CTHS demonstrated a 16% increase over the district and a 20% increase over the state in Biology I EOC.

### **DOMAIN 1: PERFORMANCE – U.S. History EOC**

	2017	2018	2019	2020	2021	2022	2023	Change 21:22
CTHS % at Approaches Grade Level	98	99	99	NS	97	97	96	-1
CTHS % at Meets Grade Level	80	88	83	NS	83	87	80	-7
CTHS % at Masters Grade Level	49	57	53	NS	50	58	46	-12
PISD % at Meets Grade Level	71	73	76	NS	65	71	72	+1
Texas % at Meets Grade Level	69	74	77	NS	70	74	74	0

- On the U. S. History EOC examination:
  - Approaches Grade level, our scores decreased by 1% from the previous year.
  - Meets Grade level decreased by 7% from the previous year.
  - Masters Grade level decreased by 12% from the previous year.
  - CTHS demonstrated a 8% higher performance than the district and a 6% higher performance than the state at the meets grade level.

### **DOMAIN 2: ACADEMIC GROWTH**

<b>Both Subjects (ELA &amp; Mathematics)</b>	<b>Rate 77</b>
Reading/ELA	Rate 74
Mathematics	Rate 81

This was the first year that academic growth was rated in this manner. We will have more comparative scores next year.

### **DOMAIN 3: CLOSING THE GAPS**

Indicator	Met out of Possible	% Met	Weight	Score
Academic Achievement	14 out of 15	93%	50%	46.5
Growth Status	11 out of 11	100%	10%	10.0
ELP Status	0 out of 1	0%	10%	0.0
School Quality Status	6 out of 6	100%	30%	30.0
Closing the Gaps Score	31 out of 33		100%	87.0

- CTHS met 31 out of 33 possible indicators in the Closing the Gaps domain.
- CTHS earned 100% by meeting all indicators in both Growth Status (11 indicators) and School Quality Status (6 indicators).
- CTHS earned 93% by meeting 14 out of 15 indicators in the Academic Achievement domain.
  - The only target not met was an ELA/Reading target for our current special education population.
    - CTHS had 18% at the Meets Grade Level Standard or above and the required target was 19%.
- CTHS did not meet the lone target for English Language Proficiency (ELP) status.
  - CTHS had a 24% TELPAS Progress Rate and the target was 36%.
- Both of these will be areas for improvement in the 2022-23 school year.

## **PSAT PERFORMANCE**

### **PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)**

CTHS' campus results on the Preliminary Scholastic Aptitude Test (PSAT) continue to vary from year to year.

Our Grade 9 scores increased from Fall 2019 to Fall 2020, but decreased again in Fall 2021 and Fall 2022 to our highest PSAT 9 score ever as a campus.

Our Grade 10 scores increased from Fall 2019 to Fall 2020, but decreased again in Fall 2021 and again in Fall 2022 to our lowest PSAT 10 score ever as a campus.

Our Grade 11 scores have decreased slightly from Fall 2019 to Fall 2020 and Fall 2021 and again in Fall 2022 to our lowest PSAT 11 score ever as a campus.

CTHS Grade 11 PSAT/NMSQT scores continue to be slightly above the PISD Grade 11 average score each year.

However, Grade 11 PSAT/NMSQY scores continue to be below the state average each year.

<b>PSAT TOTAL SCORE</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Grade 9	799	824	799	806	834	794	847
Grade10	898	866	852	858	884	838	833
Grade 11	927	929	890	907	889	888	882
Grade 11 PISD Avg.			867	875	873	859	859
Grade 11 State Avg.		963	964	955	993	947	936

## **SAT PERFORMANCE**

CTHS offers the SAT without charge during the school day twice per year.

In the Fall, all CTHS seniors have the opportunity to take the SAT during the school day.

In the Spring, all CTHS juniors have the opportunity to take the SAT during the school day.

We are gathering data from the Spring Junior administration and comparing to the Fall Senior administration for each class (cohort) group of students at CTHS to determine if growth is occurring from one administration to the next for a specific cohort of students.

	Group	Mean Total Score	Mean ERW Score	Mean Math Score	% Met Both Benchmarks	% Met ERW Benchmark	% Test Met Math Benchmark	% Test Met No Benchmark
Fall 2019 Class 2020	CTHS	929	467	462	20%	41%	21%	58%
	PISD	910	456	454	18%	37%	20%	60%
	Texas	951	483	469	24%	50%	26%	48%
	Total	935	476	459	23%	45%	25%	53%
Spring 2020 Class 2021	CTHS	915	461	455	15%	37%	17%	60%
	PISD	904	453	451	16%	34%	19%	63%
	Texas	969	486	483	29%	50%	32%	47%
	Total	954	481	473	27%	47%	29%	50%
Fall 2020 Class 2021	CTHS	957	476	481	21%	40%	24%	57%
	PISD	912	456	456	18%	37%	20%	60%
	Texas	995	503	492	34%	59%	36%	39%
	Total	1031	523	508	41%	65%	43%	33%
Spring 2021 Class 2022	CTHS	904	456	448	15%	40%	17%	59%
	PISD	889	449	440	14%	34%	15%	64%
	Texas	988	498	490	32%	56%	34%	42%
	Total	998	506	493	34%	57%	35%	41%
Fall 2021 Class 2022	CTHS	926	469	458	18%	41%	19%	58%
	PISD	893	454	439	15%	34%	17%	64%
	Texas	945	479	466	22%	46%	25%	52%
	Total	963	491	472	27%	49%	29%	49%
Spring 2022 Class 2023	CTHS	905	460	445	13%	42%	17%	54%
	PISD	879	445	435	15%	34%	16%	64%
	Texas	958	486	471	27%	51%	29%	47%
	Total	962	490	472	28%	52%	30%	46%
Fall 2022	CTHS	914	461	453	%	43%	21%	53%
	PISD	882	448	434	14%	35%	16%	63%
Class 2023	Texas	930	475	455	21%	46%	22%	52%
	Total	944	485	459	25%	49%	26%	50%



	Group	Mean Total Score	Mean ERW Score	Mean Math Score	% Met Both Benchmarks	% Met ERW Benchmark	% Test Met Math Benchmark	% Test Met No Benchmark
Spring 2023	CTHS	895	455	440	11%	39%	13%	59%
	PISD	884	450	434	15%	36%	16%	62%
Class 2024	Texas	956	486	471	27%	51%	29%	47%
	Total	952	489	463	26%	51%	27%	47%

CTHS SAT data trends from Fall 2019-Spring 2023 are:

- Mean Total Score
  - For the Class of 2023, the CTHS Mean total score increased from 905 to 914 from the Spring 2022 to the Fall 2022. CTHS students performed higher than the district mean total score on both of those administrations, but lower than the state and group averages.
  - For the Class of 2024, the CTHS Mean total score was 11 points higher than the district average, but 61 points lower than the state average for the same cohort.
- % Meeting Both English/Reading/Writing (ERW) and Mathematics Benchmarks
  - For the Class of 2023, the CTHS percentage of students meeting both the ERW and Mathematics Benchmarks increased from 13% to 17% from the Fall to the Spring administration. Our students performed above the district percentage, but below both the state and comparative group totals for the same administration.
  - For the Class of 2024, the CTHS percentage of students meeting both the ERW and Mathematics Benchmarks was below the district average by 4% and significantly below both the state and group totals.
- % Meeting English/Reading/Writing (ERW) Benchmark
  - For the Class of 2023, only a slight increase from 42% to 43% of student met the ERW benchmarks from the Spring 2022 to the Fall 2022 administration. Our students performed higher than the district averages of 34% and 35% for the same two administrations, but below both the state and comparative group totals for the same two administrations.
  - For the Class of 2024, our students performed slightly higher than the district percentage at 39% compared to 26% of students meeting the ERW benchmark. We are significantly lower than the state and comparative groups both at 51%.
- % Meeting Mathematics Benchmark
  - For the Class of 2023, a slight increase from 17% to 21% of students met the Mathematics benchmark from the Spring 2022 to the Fall 2022 administration. Our students performed higher than the district average of 16% for the same two administrations, but below both the state and comparative group totals for the same two administrations.

For the Class of 2024, our students performed slightly lower at 13% compared to the district percentage of 16% of test takers meeting the Mathematics benchmark. We are significantly lower than both the state and comparative total group percentages of 29% and 27% respectively..

### ADVANCED PLACEMENT PERFORMANCE

We are continuing to build our Advanced Placement course structure at CTHS.

We are on a positive trend of increasing the total number of student in our AP courses. We have increased by 133 students since 2022.

Unfortunately, we have seen a downward trend in the number of AP students earning qualifying scores of 3 or more.

We have been on a steady decline since 2019 when our highest number of students was 173 and last year in 2023 we were down to 123.

We had a significant decrease in the percentage of total AP students earning a qualifying score of 3 or more last year.

In 2022 we had 47.72% of students earning a qualifying score while only 33.24% did so in 2023.

We have had teacher changes in several AP courses and new teachers take time to become familiar with both the

content and pace of AP courses. While we continue with an open entry policy, our counseling team is focused on guiding the correct students into the AP courses and finding the correct level of support for them once in the course. We are also focused on having more students attend the AP preparation sessions in 2024 than we did in 2023 in attempt to stop the downward slide.

School Summary	2018	2019	2020	2021	2022	2023	2024
Total AP Students (Organization Score Roster Report)	514	401	327	347	285	370	418
Number of Exams (Organization Score Roster Report)	870	701	600	622	417	556	679
AP Students with Scores 3+	166	173	168	142	136	123	
% of Total AP Students with Scores 3+ (formula)	32.30%	43.14%	51.38%	40.92%	47.72%	33.24%	
Number of Qualifying Scores (Organization Score Roster Report)	230	243	270	207	181	166	
% of Exams that earned Qualifying Scores (formula)	26.44%	34.66%	45.00%	33.28%	43.41%	29.86%	

# School Culture and Climate

## School Culture and Climate Summary

### 2023-24 CAMPUS IMPROVEMENT PLAN NEEDS ASSESSMENT SECTION 3: SCHOOL CULTURE AND CLIMATE

#### STUDENT ENGAGEMENT

##### ATTENDANCE (Trends in Grade Level Attendance Percentage)

	17-18	18-19	19-20	20-21	21-22	22-23	% Change from Previous Year
Grade 9 Attendance %	96.5	97.07	97.1	96.75	94.71	94.55	- 0.16%
Grade 10 Attendance %	96.3	96.80	96.8	96.70	93.53	94.46	+ 0.93%
Grade 11 Attendance %	95.7	95.66	95.7	96.30	93.29	93.34	+ 0.05%
Grade 12 Attendance %	93.6	94.82	94.8	95.65	92.35	93.29	- 0.06%
CTHS Overall Attendance %	95.5	96.13	96.1	96.38	93.54	93.96	+ 0.42%

Each grade level and the overall campus attendance rates at CTHS peaked in 2019-20 and have continued on a slight decline since. The five year trend for each grade level and overall campus attendance show an average decrease of 1.62%. We made positive change in our overall campus attendance percentage in 22-23 by 0.42%. We will continue to work toward a positive percentage change in each grade level and as an overall campus in 2023-24.

#### DISCIPLINE (PEIMS REPORTABLE)

##### Reason Codes

Number of Incidents with Reason Code	2018-19	2019-20	2020-21	2021-22	2022-23	5 Year Trend
02 – Felony	1	2	0	0	0	None in past three years
04 – Drugs, Non-Felony	4	20	8	7	11	Increase from 21-22 by 4 incidents
09 – Off Campus Title 5	1	2	0	0	0	None in past three years
21 – Student Code of Conduct	313	251	66	403	?	
28 – Assault Non-Employee, Verbal	0	0	0	2	1	Only 1 in previous year
41 - Fighting	6	13	14	8	4	Reduced by 50% last year
Total	325	288	88	420	?	

##### Action Codes

Number of Incidents Action Code	2018-19	2019-20	2020-21	2021-22	2022-23	5 Year Trend
02 – Expulsion with JJAEP Placement	3	0	0	0	0	0
05 – Out of School Suspension	24	35	20	12	12	No change
06 – In School Suspension	306	240	63	403	390	-1%
07 – DAEP (Summit)	5	13	5	5	11	Doubled since 21-22
25 – Partial Day OOS Suspension	0	2	1	0	0	0
Total	338	288	89	420	413	- 1.2%

Overall trends in the past four years of PEIMS reportable discipline data shows an increase in the total number of incidents. The number of students assigned to In-School Suspension decreased by 1% in 2022-23. The 2020-21 school year data is anomalous due to the reduced number of students on campus because of the COVID-19 pandemic. Serious disciplinary offenses resulting in expulsions remain at zero for our total student population of over 1400 students. Our number of students assigned to the DAEP (Summit) has increased as we've seen an increase in the number of students using vape devices and e-cigarettes on campus. Continued efforts by all staff to ensure a safe and orderly campus environment will be required.

**DISCIPLINE (CAMPUS NON-PEIMS REPORTABLE) for period 08/14/2022-05/23/2023**

Discipline Description	21-22 Total Referrals	21-22 % of Total Referrals	22-23 Total Referrals	22-23 % of Total Referrals
Tardy	181	27.63	2080	80.12
Truant	171	26.11	224	8.63
Insubordination	93	14.20	113	4.35
Classroom Disruption	36	5.50	14	0.54
Cig/Tobacco/E-Cig/Vaping Device	30	4.58	33	1.27
Fail to Serve School Detention	25	3.82	1	0.04
Inappropriate Verbal Conduct	23	3.51	28	1.08
Media/Cell Phone Inappropriate Use	18	2.75	25	0.96
Student Code of Conduct	15	2.29	4	0.15
Disruptive/Aggressive	12	1.83	16	0.62
Cheating	9	1.37	5	0.19
Dress Code Violation	9	1.37	4	0.15
Fighting/Mutual Combat	8	1.22	3	0.12
Drug paraphernalia	5	0.76	1	0.04
Bus Referral(1 <sup>st</sup> or 2 <sup>nd</sup> )	5	0.76	1	0.04

Discipline Description	21-22 Total Referrals	21-22 % of Total Referrals	22-23 Total Referrals	22-23 % of Total Referrals
Drugs Non-Felony	3	0.46	5	0.19
Inappropriate Sexual Physical Conduct/Verbal	2	0.31	4	0.15
Profanity/Obscenities	2	0.31	1	0.04
Graffiti Damage/Vandalism <\$1500.00	3	0.46	3	0.12
Assault Non-Employee/Volunteer	1	0.15	0	0.00
Pornographic Materials/Pics Via Internet	1	0.15	0	0.00
Robbery/Theft	1	0.15	1	0.04
Weapon, Other	1	0.15	1	0.04
TOTAL	655	100.00%	2567	100.00%

93.1% of our non-reportable disciplinary offenses are from three disciplinary infractions: tardy (80.12%), truancy from class (8.63%), and insubordination (4.35%). The bulk of our tardy referrals are tardy to school between the times of 7:15-7:30 a.m. We have observed some increases in insubordination, vaping, inappropriate verbal conduct, inappropriate use of cell phones and disruptive/aggressive behaviors. Our overall numbers of major disciplinary infractions such as fighting, drugs, robbery, weapons on campus, and inappropriate sexual/physical conduct all remain low and comprise a total of 0.54% of our total campus disciplinary referrals.

From examining our PBIS Discipline data report for 2022-2023, the following was observed:

- Thursday was our highest referral day of the week (545), followed by Thursday (536), Tuesday (500) and Wednesday (492). Monday was our least referral day of the week with 231.
- February had the most referrals on any month (25), followed closely by April (24) and November (19). August (1) and September (9) were our lowest total discipline referral months.
- In 2022-23, the freshman class had 335 referrals, the sophomores had 729 referrals, the juniors 860 referrals, and the seniors had 672 referrals. We have already observed the sophomore class in 2023-24 continue to have more discipline referrals than other grade levels.
- Males received 1760 referrals (67.80%) while females received 836 referrals (32.20%).
- Hispanic students had 94.53% of the total referrals while making up 88% of the student population. White students had 3.47% of the total referrals while making up 6% of the student population. African American students had 1.77% of the total referrals while making up 3% of the student population. Asian students had 0.12% of the referrals while making up 2% of the student population.

## MENTORING/PEER MEDIATION/CONFLICT RESOLUTION

- CTHS does not currently have an established mentoring or peer mediation program in place.
- Conflict resolution is facilitated by the CTHS counseling and/or administrative staff.
- CTHS has a district support counselor that is assigned to our campus three days per week. She handles referrals from our grade level counselors for students who need one-on-one counseling and she also conducts group sessions.

## GRADUATION

\*As no Texas Academic Progress Report (TAPR) has been released for the 2021-22 school year, we do not have comparative data available for this section of the Campus

Improvement Plan (CIP).

Annual Graduates for the Class of:	2018-19		2019-20	
Campus Count and Campus Percentage	Campus Count	Campus Percent	Campus Count	Campus Percent
Total Graduates			335	100.0%
<b>By Ethnicity:</b>				
African American			10	3.0%
Hispanic			300	89.6%
White			20	6.0%
American Indian			0	0.0%
Asian			4	1.2%
Pacific Islander			0	0.0%
Two or More Races			1	0.3%
<b>By Graduation Type:</b>				
Minimum H.S. Program			0	0.0%
Recommended/Distinguish H.S. Program			0	0.0%
Foundation H.S. Program (No Endorsement)			19	5.7%
Foundation H.S. Program (Endorsement)			2	0.6%
Foundation H.S. Program (DLA)			314	93.7%

*TEA will begin reporting campus of accountability data for CTHS in the annual TAPR. This data will be collected and reported in our CIP so that comparisons and trends can be made.*

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### 2023-24 CAMPUS IMPROVEMENT PLAN NEEDS ASSESSMENT SECTION 4: STAFF QUALITY, RECRUITMENT AND RETENTION

#### STAFFING QUALITY

- CTHS has a principal, four grade level assistant principals, four grade level counselors, and one transition/special programs counselor. There are one hundred two teaching staff including two library/research specialists, one instructional materials/testing/textbook coordinator, and one community/career coordinator. Twenty-five clerical staff including secretarial, instructional, and clerical aides.

#### HIGHLY QUALIFIED STAFF

- It is the goal for all teaching staff at CTHS to meet the federal and state requirements for Highly Qualified Staff. At the beginning of the 2023-24 school year, CTHS has three open teaching positions: two in English/Language Arts, and one in Mathematics. Classroom facilitators have been hired for all of those positions and each of those staff members are actively pursuing certification through alternative teacher certification programs. Parents and students receive notification of staff who do not meet the Highly Qualified status. We continue to seek and interview qualified applicants and work to support teachers who are currently completing their Texas teacher certification.

#### RECRUITMENT

##### JOB FAIRS

- CTHS participates in district job fairs, district meet and greet, as well as university and regional education service center job recruiting fairs. Teams of administrators and teachers attend job fairs to meet and recruit potential teaching candidates.

##### STUDENT TEACHERS

- CTHS also participates with the University of Houston and the University of Houston Clear Lake to host student teachers and with San Jacinto College to host college student observers. CTHS is hosting three pre-service students from the University of Houston Clear Lake in mathematics classrooms and one student observer in science.

##### HIRING

- Following district screening procedures, CTHS utilizes a collaborative team approach to hiring decisions. Led by the supervising assistant principal, interview teams are comprised of representatives that will work closely with the applicant. Teams schedule and conduct interviews to rank applicants. The highest ranked applicants receive an interview with the campus principal and supervising assistant principal.

##### PLACEMENT/STAFF ASSIGNMENTS

- Staff receive job assignments commensurate with their education, certification, skills, talents, and interests. CTHS follows district human resource policies and procedures in job placement assignments.

##### NEW STAFF SUPPORT

- All teachers new to teaching and new to CTHS receive an official mentor teacher trained through the district's Master Mentor process and receive a district RISE support staff

member assigned to assist them.

- Experienced teachers new to CTHS receive a campus buddy teacher to assist them with campus procedures and support.
- Paraprofessional staff receive professional development opportunities through both district and campus staff development.
- Administrative staff receive professional development opportunities through both district and campus staff development as well as conferences specific to their job assignment.

## **STAFF RETENTION**

### **TEACHER TURNOVER RATE**

<b>Reason for Leaving</b>	<b>Summer 2019</b>	<b>Summer 2020</b>	<b>Summer 2021</b>	<b>Summer 2022</b>	<b>Summer 2023</b>
Promotions within PISD	4	2	3	2	4
Other campus within PISD	0	0	1	0	2
Move to other district	4	1	1	4	1
Family relocation	1	0	1	0	2
Change in profession	1	1	1	4	3
Eliminated due to district staffing reductions	3	0	0	1	3
Retirement	0	0	3	1	0
Resignation	1	1	1	2	1
Total Teacher Changes	14	5	11	14	16
Number of Teachers at CTHS	99	102	103	102	95
Teacher Turnover Rate	14.1%	4.9%	10.6%	13.7%	16.8%

CTHS experienced a larger than average teacher turnover this past summer. We continued to have teaching staff promoted to instructional or administrative positions within our district, move to other districts closer to their home due to transportation costs, and some who made significant changes in their professional lives.

### **STAFF MENTORING/NEW TEACHER SUPPORT**

- All staff new to CTHS come in for a half-day campus orientation and tour in August prior to the regular start date for all staff.
- All teaching staff new to CTHS receive a campus buddy teacher assigned to help them
- All teaching staff who are first year teachers receive a mentor teacher assigned to them.
- All new and first year teacher receive support through campus based content specialists.
- New teachers receive district support through district mentors.
- Our campus master mentor will be hosting quarterly meetings with all new teachers to assist them with both instructional and campus procedural needs through “just in time”



trainings throughout the year.

## **PROFESSIONAL DEVELOPMENT**

- CTHS campus professional development offerings are guided by input from the campus site-based leadership team (CLT). Teacher and administrative representatives collaboratively develop the schedule and offerings for campus professional development days. CTHS teachers, administrators, and paraprofessionals participate in district-led FOCUS trainings and other specialized training opportunities on district-wide staff development days. Teaching staff receive professional development opportunities through both district and campus staff development as well as specific conferences related to their job assignment.
- Our campus theme for this year is “Decade of Excellence” as we are celebrating ten years at CTHS.
- Our campus instructional focus is writing across all content areas. We are using a combination of strategies from English Language Arts, AVID, and Emergent Bilingual ELLevation. Teachers are submitting student writing samples from all classes at least once per six weeks into an electronic dashboard so that samples can be reviewed, exemplars determined, and common writing strategies developed for all classes.

## **PROFESSIONAL LEARNING COMMUNITIES (PLC'S)**

- CTHS has fully embraced the use of Professional Learning Communities in our four core and World Language departments. Our campus content specialists and teachers meet regularly for PLC work focused on the four PLC questions. Our content teams focus on planning and implementing rigorous and relevant lessons, developing common formative assessments, reviewing district benchmark examinations, and analyzing student performance data. Strong curriculum planning, backwards design, common formative assessments and examination of district benchmark and state assessment data are all hallmarks of our campus program. District curriculum documents including year-at-a-glance (YAG), six weeks-at-a-glance (SWAG), scope and sequence documents, TEKS student expectation clarifications, and essential questions are all utilized regularly.

## **EVALUATION**

- Teaching staff are evaluated using the Texas Teacher Evaluation Support System (T-TESS) with all applicable timelines, policies and procedures. Paraprofessional staff evaluations use the district criteria with formal documentation. All administrative staff evaluations use the T-PESS system with applicable timelines, policies and procedures. All staff receive an annual summative review.

## **ADVANCEMENT**

- All staff have equal opportunities for advancement to leadership and next level positions. Staff are encouraged to apply for and pursue opportunities that advance their personal and professional goals.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### 2023-24 CAMPUS IMPROVEMENT PLAN NEEDS ASSESSMENT SECTION 5: CURRICULUM, INSTRUCTION and ASSESSMENT

#### AMOUNT AND QUALITY OF LEARNING TIME

- CTHS utilizes a seven period instructional day with 45-minute class periods. A 20-minute internal tutorial time (Reboot) is included in the schedule every day. Our campus utilizes the Enriching Students software for students to schedule appointments with teachers for tutorial assistance, assignment submission, make up work, retesting, or specific interventions. Departments are assigned priority days and teachers in those departments may draft (select) specific students to attend intervention lessons and tutorials during the tutorial period. As needed, a 20-minute homeroom/advisory period is embedded in the school day for students to meet with grade level peers and conduct school business. Each day, a 25-minute planned intervention and enrichment (PIE) time is scheduled opposite the student's assigned lunch. This time is used for student goal setting, teacher mentoring of students, PSAT/SAT preparation, and our campus literacy initiative where every student is reading to develop comprehension and reading stamina. Campus content specialists, EB support staff, and other intervention teachers are working with specific groups of students for focused Tier 2 intervention strategies and mandatory tutorials. Students not requiring intervention are working on goal setting and reflection, and other course work specific to their needs.

#### ENRICHMENT AND ACCELERATION

- CTHS offers opportunities for students to earn credit in World Languages such as Spanish and Vietnamese through the district's credit by examination (CBE) program. Students who earn credits through the CBE process are promoted to the next level of world language as appropriate to their schedule and desired course enrollment.

#### CURRICULUM SUPPORT

- CTHS has five campus content specialists (ELA, Mathematics, Science, Social Studies, and Technology Integration) that serve as instructional coaches for campus teachers. They work with teachers in curriculum design and implementation, provide specific strategies with targeted Tier 2 and Tier 3 interventions, guide content PLC meetings, provide staff development and training, and develop and support blended and personalized learning

#### SPECIAL EDUCATION

- CTHS has 84 students receiving special education services in 2023-24. This is 5.7% of our total student population. All of these students are served in the regular educational setting with support facilitation from five certified special education teachers and two special education paraprofessionals in a co-teach setting. Our special education students have individualized educational programs (IEP) and goals implemented in their classes as prescribed by their ARD committee.
- As their schedules allow, our special education teachers and aides participate in PLC's and planning with our regular education teachers. Our special education teachers also attend all staff development with their core subject area counterparts.
- CTHS special education students also receive counseling support from a dedicated special education transition counselor on our campus.

## **EMERGENT BILINGUAL (ENGLISH LEARNING) STUDENTS**

- CTHS has 330 Emergent Bilingual students (EB) on campus in 2023-24. This is 22.4% of our total student population. The number and percentage of EB students continues to grow each year, up from 16% just two years ago.
- EB students are served in regular education classrooms by teachers trained in the implementation of EB instructional strategies and Sheltered Instructional Observation Protocols (SIOP). In addition, we have one-half of a teaching unit and two instructional aides that provide additional support to EBs clustered in specific core and elective classrooms.
- CTHS is using an instructional software, ELlevation, in 2023-24 to provide classroom teachers with instructional strategies leveled to various types of EB learners. Teachers received inservice on the software and are making commitments to implement, recording data, and reporting successes during each six weeks grading period this year.
- CTHS has a dedicated Multilingual campus coach who coordinates all instructional services for these students. She also provides teacher training, instructional support, model lessons, and serves on the Language Proficiency Assessment Committee (LPAC).

## **GIFTED/TALENTED**

- CTHS has 105 students identified as Gifted/Talented. This is 7.1% of our total student population. These students are served through Pre-Advanced Placement (PAC), Advanced Placement (AP), and Dual Credit (DC) courses on our campus.
- Our College Now Coordinator also meets with these students to monitor and support the social and emotional needs of our G/T students.
- If a G/T student chooses not to participate in a PAC, AP, or DC course, they have the opportunity to receive a furlough from their G/T requirements for the academic year.

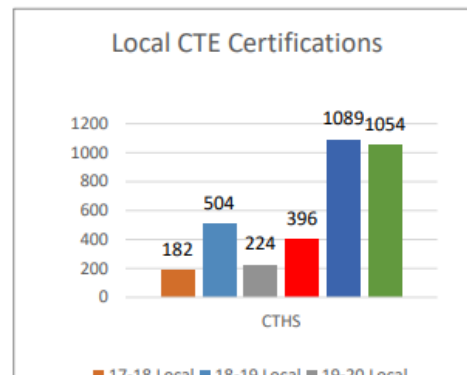
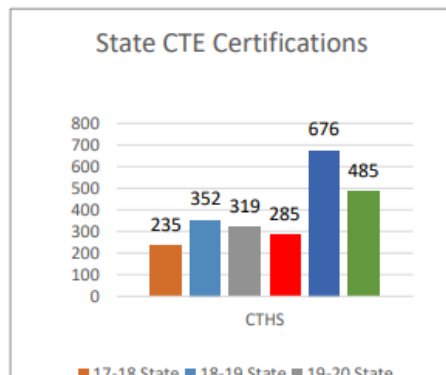
## **ADVANCED PLACEMENT**

- In the Spring 2023, the number of students earning qualifying scores of 3, 4, or 5 decreased from 48% in 2022 to only 33% in 2023. We have some new teachers in AP teaching assignments and the number of students that we have had attending the AP preparation sessions has also decreased.
- While our total number of AP examinations given increased from 417 in 2022 to 556 in 2023, our percentage of students earning qualifying scores decreased. We are making a coordinated effort to guide students into the appropriate AP course, expecting them to take the AP exam for the course, and preparing them to be successful on the exam.
- Already in 2024, we have increased the total number of students in our AP courses from 370 to 418 and the number of exams for which students have registered is also up from 556 to 679.
- CTHS has a vertical team to align the curriculum and instructional practices of our Pre-AP and AP teachers. The AP vertical team meets to discuss College Board changes, curriculum, testing strategies, data analysis, and student enrollment. All students in Advanced Placement courses have enrolled in the myAP application and have access to student specific instructional supports.

CTHS Advanced Placement Summary Trend Data							
School Summary	2018	2019	2020	2021	2022	2023	2024
Total AP Students (Organization Score Roster Report)	514	401	327	347	285	370	418
Number of Exams (Organization Score Roster Report)	870	701	600	622	417	556	679
AP Students with Scores 3+	166	173	168	142	136	123	
% of Total AP Students with Scores 3+ (formula)	32.30%	43.14%	51.38%	40.92%	47.72%	33.24%	
Number of Qualifying Scores (Organization Score Roster Report)	230	243	270	207	181	166	
% of Exams that earned Qualifying Scores (formula)	26.44%	34.66%	45.00%	33.28%	43.41%	29.86%	

## CAREER AND TECHNICAL EDUCATION (CTE)

- CTHS offers twenty different career and technical education (CTE) pathways to students. Students select one career pathway and pursue industry-recognized certification within that pathway.
- CTHS has 32 CTE teachers on staff. All are Texas Education Agency certified, hold professional certifications or licenses and work experience in their CTE pathway.
- Students in the CTE pathways have opportunities to compete in skills, career, and leadership events related to their pathway. Career and Technical Student Organizations (CTSOs) are available for students in multiple pathways.
- In 2022-23, we saw a decrease in the number of both state and local CTE certifications earned.
  - State certifications earned decreased from 676 (21-22) to 485 (22-23).
  - Local certifications earned decreased from 1089 (21-22) to 1054 (22-23).
  - The decrease is due to changes in the TEA approved list of certifications which the state recognizes. We are working closely with our district CTE staff and our campus teachers to ensure we are offering certification opportunities for certifications on the state recognized list.



17-18 State 18-19 State 19-20 State  
20-21 State 21-22 State 22-23 State

17-18 Local 18-19 Local 19-20 Local  
20-21 Local 21-22 Local 22-23 Local

- Program reviews are being conducted of each pathway through collaborative meetings with CTE teachers, district CTE coordinators, and CTHS campus administration to continue strengthening and aligning the curriculum, instruction, and certification pipeline.

## DYSLEXIA

- CTHS has 100 students identified as dyslexic, which is 6.8% of our total student population. This is an increase of 20 students from 2022-23.
- These students receive support and services from our Dyslexia Assistance Intervention Teacher (DAIT).  
Our dyslexic students are also served in the regular classroom setting with support and assistance from our DAIT.
- Our DAIT now has greater responsibilities for coordinating and working with our Special Education staff, completing classroom observations of students, and direct counseling with students.

## STEM (SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS)

- CTHS students participate and utilize STEM opportunities regularly. All students at CTHS are encouraged and scheduled to complete four years of both science and mathematics. We offer multiple course options at the senior level for students to continue enrollment in both science and mathematics.
- Students at CTHS utilize technology daily as we are a 1:1 campus with all student receiving a district-issued tablet, charger and case. We utilize Schoology as our primary instructional platform so that students and teachers have a centralized location for instructional resources. Students utilize many technology resources including Google suite, Office 365, and many specific applications and programs.
- CTHS students also have the opportunity to participate in STEM outside the regular school day. We have students from various pathways participating on the PISD Robotics team which allows them competitive opportunities in both VEX and FIRST robotics.

## COLLEGE CAREER MILITARY READINESS (CCMR)

Academic Year	2018-19			2019-20			2020-21		
Annual Graduates	CTHS	PISD	Texas	CTHS	PISD	Texas	CTHS	PISD	Texas
College, Career or Military Ready	88.8%	65.1%	72.90%	74.6%	51.0%	63.0%	73.2%	54.1%	65.2%
TSI Criteria in ELA	67.0%	55.9%	60.70%	58.5%	51.1%	59.7%	47.0%	45.0%	56.1%
TSI Criteria in Mathematics	61.5%	45.1%	48.60%	42.4%	37.5%	47.9%	38.7%	34.2%	45.7%
TSI Criteria in BOTH ELA and Mathematics	50.5%	38.7%	44.2%	34.3%	38.7%	31.4%	27.4%	27.1%	40.4%

Academic Year	2018-19			2019-20			2020-21		
Approved Industry-Based Certification	30.4%	4.6%	10.7%	47.2%	8.1%	13.2%	50.9%	9.4%	18.4%

## POST SECONDARY EDUCATION PREPARATION

- CTHS students have the opportunity to take the PSAT, SAT, and TSI examinations. We administer the PSAT to all students in grades 9, 10, and 11 and the SAT to both 11<sup>th</sup> and 12<sup>th</sup> grade students.

## CCMR

- While we saw a decrease in the percentage of students earning their CCMR from 2018-2021, our students continue to perform above both the district and state averages. Both the district and state averages also saw decreases. We continue to have students earning their CCMR through industry-based certifications (IBC), Dual Credit courses, and Advanced Placement courses.

## TSI (Texas Success Initiative)

- We saw declines in our percentages of students meeting CCMR through the TSI criteria. CTHS seniors are completing the Texas College Bridge (TCB) modules to earn their TSI certificates in both mathematics and English. TCB curriculum is embedded into both senior level mathematics and English courses. Teacher mentors and counseling advisors along with our campus instructional coaches have been assigned to each student to work with them to monitor and ensure completion of the TCB modules.

## CAREER AWARENESS AND EXPLORATION

- Students complete Kuder Career Interest Inventories and Surveys to guide them in identifying and matching personal interests and strengths to potential career paths. Field trips and guest speakers are also used to share career opportunities with students within their CTE programs of study.
- CTHS offers all four levels of the AVID Elective course for students who wish to receive assistance with college preparation and attend college field trips.

## INTEGRATION OF ACADEMIC AND CAREER AND TECHNICAL EDUCATION

Our students increased the number of industry based certifications (IBC) earned from 47.2 to 50.9%. Students have the opportunity to earn certifications on the TEA list as well as local certifications that are important to potential employers and required by local industry.

## COORDINATED SCHOOL HEALTH

- CTHS has a campus wellness team to lead and encourage our staff to participate in healthy lifestyle choices and activities. Personal challenges in fitness and nutrition are promoted monthly and staff have the opportunity to participate in district intramural sports after work hours.
- CTHS is working to establish a Student Health Advisory Council (SHAC) to assist with student health and wellness. This is a strategy in our campus plan for 2023-24.

## **FINE ARTS**

- CTHS does not currently offer competitive fine arts' programs such as choir, band, or orchestra.
- Our students do have the opportunity to participate and compete in fine arts programs through the VASE competition, PISD Rodeo Art, Houston Livestock Show and Rodeo Art Competitions.
- Our students also have the opportunity to earn their fine arts credits through classes in Art, Drawing, Theatre Arts, and Floral Design.

## **ATHLETICS**

- In 2023-24, CTHS is investigating options for offering a competitive weightlifting program. This is a club program and could be implemented in the Spring 2024 based on student interest and faculty support.
- CTHS is now a University Interscholastic League member campus and is competing in UIL sanctioned athletic programs. Our Knight Cross Country team is competing at the freshman, junior varsity and varsity levels with over 60 students on the team with both male and female runners. Students are excited about the team and our runners are already enjoying success at competitive meets.
- Our students have the opportunity to earn their physical education credit through classes in physical education and outdoor education.

# Parent and Community Engagement

## Parent and Community Engagement Summary

### 2023-24 CAMPUS IMPROVEMENT PLAN NEEDS ASSESSMENT SECTION 6: PARENT/COMMUNITY ENGAGEMENT

#### • PARENT INVOLVEMENT

- CTHS has a Very Involved Parents (VIP) committee comprised of parent volunteers who serve as guest speakers, chaperones on field trips and events, volunteers for campus events such as dances and prom, assistants with campus clerical and support roles.
- The VIP committee is coordinated by one of our counselors.
- CTHS received 278 survey responses to the End of Year 2022-23 District Parent Survey.

Statement	% Strongly Agree	% Agree	% Neutral	% Somewhat Disagree	% Strongly Disagree
I feel welcome at CTHS.	56	32	9	2	1
CTHS staff keeps me well informed about my student's academic progress.	44	33	13	4	6
CTHS staff keeps me well informed about my student's behavior.	43	35	13	4	5
I feel comfortable talking to CTHS staff about my student.	46	35	14	2	3
I feel comfortable talking to CTHS staff about my concerns.	42	40	12	3	3
My student feels safe at CTHS.	42	37	13	5	3
CTHS provides opportunities for me to volunteer.	26	29	30	7	8
CTHS invites me to attend or participate in school activities.	28	30	30	6	6
CTHS staff cares about my student and wants them to succeed.	44	39	12	2	3
CTHS provides appropriate academic instruction and intervention.	48	37	10	2	3
My students has the opportunity to use a variety of technology tools.	49	39	0	11	1
CTHS provides enrichment that allows my student opportunities to explore topics of interest.	43	39	11	4	3
My student is learning about options for college and career.	49	35	9	5	2

- Most responses were Strongly Agree or Agree to statements about the school culture.
- All thirteen statements were written to receive strongly agree or agree responses.
  - The average for the thirteen statements was:
    - Strongly agree: 43.08%
    - Agree: 35.38%
    - Neutral: 13.53%
    - Somewhat disagree: 4.38%
    - Strongly disagree: 3.62%
- Two areas that scored the lowest strongly agree or agree responses were:
  - CTHS provides opportunities for me to volunteer and
  - CTHS invites me to attend or participate in school activities.
- We will continue to invite parents to participate in events, serve as chaperones for field trips, and improve our overall communication with parents through our Principal's Pen newsletter, Parent Squared communication tool, Remind messages, emails, social media postings, and telephone messages.



- **BUSINESS/COMMUNITY INVOLVEMENT**

- CTHS works proactively to develop and nurture positive relationships with business, industry and community partners. We are continually looking for new partners to support specific CTE programs of study and to support our work campus-wide.
- CTHS business and community partners provide internships, field experiences, guest speakers, skills competitions and donations of equipment and financial resources to support a variety of programs.
- Each CTE program of study is working to establish or grow an advisory board of business, industry, and community representatives. Almost all of our pathways have established an advisory board, meeting twice per year (fall and spring) to gather input, share ideas, and collaboratively develop solutions and employment opportunities including internships for our students. The development of these relationships is one primary role of our Career and Community Coordinator.
- CTHS has a business and industry representative serving on our site-based decision-making team (CLT).
- CTHS hosts the business and industry partner thank you celebration breakfast each year to recognize and celebrate the contributions and support from our business and industry partners.

# School Context and Organization

## School Context and Organization Summary

### 2023-24 CAMPUS IMPROVEMENT PLAN NEEDS ASSESSMENT SECTION 7: SCHOOL CONTEXT AND ORGANIZATION

#### MASTER SCHEDULING & PLANNING PERIODS

- CTHS teaching staff teach six, forty-five minute instructional periods per day, with one forty-five minute planning period each day.
- The CTHS master schedule is structured so that core subject and world language teachers have common planning time within the school day based on content teaching assignments.
- Most teachers also have common lunch times within their departments to facilitate relationships and provide additional planning opportunities.

#### TUTORIALS

- All teachers provide scheduled tutorial time each week outside the regular school day.
- The master schedule is arranged to provide twenty-five minutes per day within the school day for students to attend tutorials (Reboot) and for teachers to purposefully select (draft) specific students to attend intervention lessons within the school day. Students may also make tutorial appointments with their teachers during Reboot time.

#### BEGINNING/ENDING TIMES

- The school day begins at 7:15 A.M. and dismisses at 2:35 P.M.
- CTHS operates on a seven period instructional day with classes of forty-five minutes in length in addition to a twenty-five minute internal tutorial period every day.

#### EXTENDED DAY/ENRICHMENT

- CTHS provides extended day opportunities for students on specific Wednesday afternoon from 2:35 until 4:15 P.M. Students may attend tutorials, complete make-up work, participate in club or organizational meetings, work on research, utilize the library, etc. during these times. CTHS pays for additional buses and coordinates with PISD Transportation so that students have bus transportation home at 4:30 P.M.

#### SUMMER EXTENDED YEAR SERVICES

- CTHS students have opportunities to participate in extended year summer school courses for initial credit, remedial credit, and STAAR preparation. Courses are offered at PISD summer school high school locations.

#### STAFF DATA (Based on 2022-23 Campus Profile Data)

\*As of 10/23/23, the state has not released the Texas Academic Progress Report (TAPR) for the campus. Data contained in the needs assessment of the campus improvement plan is from the 2021-22 TAPR.

## EXPERIENCE OF CAMPUS LEADERSHIP

Group	Campus	District	State
Average Years of Experience of Principal	10.0	8.0	6.3
Average Years of Experience of Principal with District	10.0	7.7	5.4
Average Years of Experience of Assistant Principals	7.0	7.4	5.5
Average Years of Experience of Assistant Principals with District	7.0	7.1	4.8

The CTHS principal is above the average years of experience when compared with other principals in PISD or Texas.

The CTHS assistant principals are at the same average years of experience when compared with other assistant principals in PISD, but above the average years of experience when compared with other assistant principals across Texas.

## TEACHERS BY HIGHEST DEGREE HELD:

GROUP	No Degree	Bachelors	Masters	Doctorate
CTHS Teachers	14.2%	61.3%	23.5%	1.1%
PISD Teachers	0.9%	75.8%	22.5%	0.8%
Texas Teachers	1.4%	72.6%	25.2%	0.8%

CTHS has a disproportionate number of teachers who do not have a college degree when compared with other district and state teachers. This is because the campus has CTE teachers who have transitioned from industrial or professional careers, hold professional licenses and/or certifications, and have either earned teaching certifications based on work experience and statements of qualifications or are teaching under District of Innovation (DOI) local teaching credentials. Our campus percentage of teachers with Bachelors' degrees is below the state average for the reason stated above. Our campus percentages of Masters' degree or Doctorate degree teachers are above the district and near the state averages.

## TEACHERS BY YEARS OF EXPERIENCE

YEARS OF EXPERIENCE	CTHS	DISTRICT	STATE
Beginning = 0 years	2.4%	7.9%	7.9%
1 -5 years	20.5%	27.4%	26.7%
6 – 10 years	40.9%	24.2%	20.6%
11 – 20 years	26.4%	28.7%	28.6%
21-30 Years of Experience	9.7%	10.2%	13.2%
Over 30 years	0.0%	1.6%	2.9%
Average Years of Experience	10.8 years	10.4 years	11.1 years

CTHS continues to have a relatively young teaching staff 63.8% of our teachers with less than ten years of teaching experience. When compared with both the district and state percentages, we have almost double the percentage of teachers with 6-10 years of experience. Beginning the 2023-24 school year, we have three classroom facilitators in classrooms because the number of qualified and certified teaching candidates were not available. We are coordinating with both district new teacher mentoring and support systems (RISE) and with alternative teacher certification programs (i.e. Texas Teachers of Tomorrow, Teach Worthy, iTeach Texas) to provide support and certification preparation for our new teachers. In our tenth year at CTHS, we had 43 staff members who have been with us all ten years since opening our campus in August, 2014.

## NUMBER OF STUDENTS PER TEACHER

<b>Number of Students per Teacher</b>	<b>CTHS</b>	<b>DISTRICT</b>	<b>STATE</b>
2021-22 TAPR	15.6	12.9	14.6
2020-21 TAPR	16.1	13.5	14.5
2019-20 TAPR	16.0	14.1	15.1
2018-19 TAPR	14.9	13.9	15.1

CTHS continues to average more students per teacher than either our district or state averages for the past four TAPR reports. Our core class sizes continue to average close to 27 students per class, while our CTE class sizes are smaller. CTHS was forced to reduce staffing through the loss of three teaching unit this past summer. (Two CTE teaching units and one Spanish teaching unit)

# Technology

## Technology Summary

### 2023-24 CAMPUS IMPROVEMENT PLAN NEEDS ASSESSMENT SECTION 8: TECHNOLOGY INTEGRATION

- **INSTRUCTIONAL**

- The Dr. Kirk Lewis Career & Technical High School has a strong technology infrastructure. CTHS has an extensive wireless network throughout the campus and students and staff are able to connect and maintain connection to complete their instructional and daily tasks. CTHS also has hard-wired network connections through HDMI in all instructional areas. In addition, CTHS has a strong 1:1 student tablet program. Students utilize their tablets to complete and submit assignments and staff use their tablets to deliver instruction, plan lessons, collaborate with other staff, contact parents, and complete grading and attendance tasks. Students and teachers utilize Schoology Enterprise for instructional communication. All students and staff have email accounts and all have cloud storage available. Teachers utilize blended learning instruction including station rotation and personalized learning.
- CTHS has invested in and is implementing Nearpod as a campus-wide instructional resource designed to increase student engagement with teacher-led classroom instruction.
- CTHS has one dedicated campus content specialist for technology to facilitate the instructional uses of technology and one campus technology facilitator to assist with hardware, software and connection issues and provide staff training and assistance to teachers. All students have a tablet for use at school and home. PISD has provided one full time 1:1 tablet technician for student device support and repairs.
- As we enter our tenth year at CTHS, we must begin to evaluate and prioritize the replacement of campus technology such hallway monitors, printers, and other technology devices and develop a replacement plan that properly allocates available campus budgeted funds.
- Pasadena I.S.D. and CTHS worked collaboratively to provide funds to replace both large video display wall in the lobby and dining hall over the summer of 2023. The new LED video display walls are a fantastic upgrade to our original video walls and provide the latest in both technology and service and repair capabilities.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

#### **Employee 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

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

**Performance Objective 1:** CTHS will support and increase the academic growth and achievement of all students by 5% on appropriate summative assessments by effectively and efficiently implementing, monitoring and adjusting our tutorial, intervention, and extended day offerings for students.

**District Objective:**





Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**Evaluation Data Sources:**

1. Number of students attending tutorials and extended day offerings
2. Quality of student tasks and engagement during intervention
3. STAAR academic performance and academic growth data



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Monitor the level of student engagement and increase the accountability of both adults and students during planned intervention and enrichment (PIE) to ensure efficient and effective use of both time and structure.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Increase student engagement in instructional or literacy tasks during PIE time  2. Increase number of students actively engaged as noted in walkthroughs.  3. Increase student registration and use of PSAT/SAT preparation materials.  4. Improve student interventions and teacher training to prevent student failure and increase academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Steve Fleming - Principal</p> <p>Others include:  Chad Phillips - Asst. Principal  Abel Cass - Asst. Principal  Kristi White - Asst. Principal  Jessica McCoy - Asst. Principal  Shaun Webb - Technology CCS  Gary Chattman - Soc. Studies CCS  Melissa Archer - Math CCS  Gabriel Luciano - Science CCS  Jennifer Jett - ELA CCS</p> <p><b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Planned Intervention &amp; Enrichment Supplies - Extended Day/Tutorial - 6399 - \$1,800</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement, document and monitor the required House Bill 1416 tutorials for students who did not meet grade-level expectations in order to address learning deficiencies.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Increase student attendance in mandatory HB 1416 tutorials 2. Improve student interventions and teacher training to prevent student failure and increase academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Steve Fleming - Principal</p> <p>Others include:            Chad Phillips - Asst. Principal            Abel Cass - Asst. Principal            Kristi White - Asst. Principal            Jessica McCoy - Asst. Principal            Shaun Webb - Technology CCS            Gary Chattman - Soc. Studies CCS            Melissa Archer - Math CCS            Gabriel Luciano - Science CCS            Jennifer Jett - ELA CCS</p> <p><b>ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Extended Day Supplies - Extended Day/Tutorial - 6399 - \$2,500, Payroll - State Compensatory Funds - 6100 - \$93,842.54, Extended Day Transportation Expenses - Extended Day/Tutorial - 6494 - \$7,500</p>	Formative		
	Jan	Apr	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>			

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

**Performance Objective 2:** CTHS students will demonstrate an increase in performance at the approaches grade level, meets grade level, and masters grade level on all STAAR EOC examinations and demonstrate progress (yearly growth) through the implementation of strategies from district and campus professional development.

**District Objective:**

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR EOC examination scores





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students taking the initial ELA I STAAR examination will increase performance to 80% at the meets grade level and 20% at the masters grade level.  <b>Strategy's Expected Result/Impact:</b> Increase student performance in English I as documented through: <ol style="list-style-type: none"> <li>1. Student ELA common or district assessment data</li> <li>2. Student STAAR ELA I scores</li> <li>3. Walkthrough data</li> </ol> <b>Staff Responsible for Monitoring:</b> Jessica McCoy - Assistant Principal ELA  Others include: Steve Fleming - Principal Jennifer Jett - ELA CCS Breanna Rogers - ELA Dept. Chair ELA I instructors  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction  <b>Funding Sources:</b> BFU/OT/Fixed Base Funding (199 ELA I) - 199 - General Fund - 6300 - \$39,076.20, Payroll - State Compensatory Funds - 6100 - \$47,769.95	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students taking the initial ELA II STAAR examination will increase performance to 80% at the meets grade level, and to 12% at the masters grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in English II as documented through:</p> <ol style="list-style-type: none"> <li>1. Student ELA II common or district assessment data</li> <li>2. Student STAAR ELA II data</li> <li>3. Walkthrough data</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Jessica McCoy - Assistant Principal ELA</p> <p>Others include:  Steve Fleming - Principal  Jennifer Jett - ELA CCS  Breanna Rogers - ELA Dept. Chair  ELA I instructors</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> BFU/OT/Fixed Base Funding (199 ELA II) - 199 - General Fund - 6300 - \$39,076.20, Payroll - State Compensatory Funds - 6100 - \$47,769.95</p>	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students on the initial Algebra I STAAR examination will increase performance to 75% at the meets grade level and to 40% at the masters grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in Algebra I as documented through:</p> <ol style="list-style-type: none"> <li>1. Student Algebra I common or district assessment data</li> <li>2. Student STAAR Algebra I data</li> <li>3. Walkthrough data</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Kristi White - Assistant Principal</p> <p>Others include:  Steve Fleming - Principal  Melissa Archer - Math CCS  Shelly Saenz - Math Dept. Chair  Algebra I instructors</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> BFU/OT/Fixed Base Funding (199 Algebra I) - 199 - General Fund - 6300 - \$39,076.20, Payroll - State  Compensatory Funds - 6100 - \$47,769.94</p>	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students taking the initial Biology STAAR examination will increase performance to 80% at the meets grade level, and 35% at the masters grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in Biology I as documented through:</p> <ol style="list-style-type: none"> <li>1. Student Biology common or district assessment data</li> <li>2. Student Biology STAAR data</li> <li>3. Walkthrough data</li> </ol> <p>Action steps to include:</p> <ol style="list-style-type: none"> <li>1. Incorporate CBLI strategies into lessons and RtI</li> <li>2. Continue common formative assessments</li> <li>3. Adjust instruction based on Unit Assessment data</li> <li>4. Reboot, PIE pull-outs, and Extended Day in both semesters for struggling students</li> <li>5. Increase writing through FRQ's</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Matthew Cass - Asst. Principal Science</p> <p>Others include:  Steve Fleming - Principal  Gabriel Luciano - Science CCS  Casey Crews - Science Dept. Chair  Biology I instructors</p> <p><b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> BFU/OT/Fixed Base Funding (199 Biology) - 199 - General Fund - 6300 - \$39,076.20, Payroll - State Compensatory Funds - 6100 - \$31,280.84</p>	Formative		
	Jan	Apr	June

Strategy 5 Details		Formative Reviews		
<p><b>Strategy 5:</b> Students on the U. S. History STAAR examination will increase performance from 87% to 88% at the meets grade level, and from 58% to 60% at the masters grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in U.S. History as documented through:</p> <ol style="list-style-type: none"> <li>1. Student U. S. History common or district assessment data</li> <li>2. Student U. S. History STAAR data</li> <li>3. Common assessments, both formative and summative</li> <li>4. US History Tier 3 RtI, Reboot tutorials and extended day lessons.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Chad Phillips - Assistant Principal</p> <p>Others include:  Steve Fleming - Principal  Gary Chattman - CCS Social Studies  Justin Campbell - Social Studies Department Chair  U.S. History instructors</p> <p><b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> BFU/OT/Fixed Base Funding (199 U.S. History) - 199 - General Fund - 6300 - \$39,076.20, Payroll - State  Compensatory Funds - 6100 - \$31,280.84</p>		Formative		
		Jan	Apr	June
Strategy 6 Details		Formative Reviews		
<p><b>Strategy 6:</b> CTHS campus content specialists (CCS) will support teachers to maximize student success by conducting at least one informal coaching cycle with each teacher in their area of responsibility during each semester of the 2023-24 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase CCS instructional coaching, individualized instructional feedback and support of teachers.</p> <p>Evidence collected through personal documentation of one to one meetings, feedback, and classroom visits.</p> <p><b>Staff Responsible for Monitoring:</b> Steve Fleming - Principal</p> <p>Others include:  Jennifer Jett - ELA CCS  Melissa Archer - Math CCS  Gary Chattman - Social Studies CCS  Gabriel Luciano - Science CCS  Shaun Webb - Technology CCS</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Funding Sources:</b> Campus Content Specialist (Federal Title IIA) - 255 - Title II A - Improving Teacher &amp; Principal Q - 6100 - \$52,941.22</p>		Formative		
		Jan	Apr	June

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> CTHS campus content specialists (CCS) will provide coaching at the PLC/GLT level to build teacher capacity with each grade or subject team in their area of responsibility to enhance teams' Tier 1 instruction and data disaggregation, skills, and abilities. <b>Strategy's Expected Result/Impact:</b> 1. Increase the skills of grade/team members in PLC structures, data analysis, identification of learning targets, and use of assessment data. 2. Increase the portion of grade/team meetings lead by grade/team leaders and members. <b>Staff Responsible for Monitoring:</b> Steve Fleming, Principal Jennifer Jett, ELA Campus Content Specialist Gabe Luciano, Science Campus Content Specialist Shaun Webb, Technology Campus Content Specialist Melissa Archer, Mathematics Campus Content Specialist Gary Chattman, Social Studies Campus Content Specialist  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>Funding Sources:</b> Campus Content Specialist (Federal Title IIA) - 255 - Title II A - Improving Teacher & Principal Q - 6100 - \$52,941.21	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> CTHS will utilize an online credit recovery program along with grade level counselor and assistant principal monitoring to support students in recovering and regaining academic credits. <b>Strategy's Expected Result/Impact:</b> 1. Increase the number of students successfully completing Edgenuity courses to regain lost academic credits as documented through Edgenuity reports, student academic plans and transcripts. 2. Reduce the number of students taking remedial summer school or evening school courses for credit recovery. 3. Regular monitoring and follow up with campus counselor to assist students with goal setting and individual or parent conference as needed. <b>Staff Responsible for Monitoring:</b> Toni Waller - Edgenuity Lab Manager  Others Include: Steve Fleming - Principal Kim Voight - Lead Counselor CTHS Counseling Team CTHS Assistant Principals  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Payroll Costs for Secondary Computer Aide Lab Manager - State Compensatory Funds - 6100 - \$31,174	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

**Performance Objective 3:** CTHS will close instructional gaps and increase academic performance of Special Education students through the implementation of research-based instructional strategies, Support Facilitation instruction, case manager monitoring, and targeted intervention and support in regular classroom instruction, drafted tutorial sessions and Extended Day tutorials.

**District Objective:**

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**High Priority**

**Evaluation Data Sources:** Special Education student performance on STAAR English I and English II EOC examinations.  
Special Education student performance as documented on the campus TAPR report in the Academic Achievement domain.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> CTHS will increase STAAR ELA/Reading performance at the Meets Expectations level for students receiving Special Education services from 56% to 60% on the ELA I STAAR and from 50% to 55% on the ELA II STAAR through the implementation of Support Facilitation instruction, specific drafting and student intervention during Reboot tutorials, and supplemental support during Planned Intervention and Enrichment (PIE).  <b>Strategy's Expected Result/Impact:</b> Increase the STAAR ELA/Reading performance of Special Education students <b>Staff Responsible for Monitoring:</b> Steven Fleming, Principal Chad Phillips, Assistant Principal Jessica McCoy, Assistant Principal Jenni Jett, ELA Campus Content Specialist Monique Holmes, Special Education Department Chair Breanna Rogers, English Department Chair CTHS English teachers CTHS Special Education SF teachers/Case Managers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Special education support facilitation staff will participate in PLC's with general education teaching staff to analyze student performance data and adjust instructional strategies as needed. <b>Strategy's Expected Result/Impact:</b> Increase implementation of collaborative planning and teaching between special education support facilitation staff and general education staff. <b>Staff Responsible for Monitoring:</b> Chad Phillips - Asst. Principal  Others include: Monique Holmes - Special Education Tracey Balusek - Transition Counselor Kim Voight - Master Scheduler  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Special Education Supplies (Program 23) - 199 - General Fund - 6300 - \$1,611	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> CTHS administrative, counseling, and special education staff will monitor the number of students with disabilities being removed to In-School Suspension (ISS), Out-of-School Suspension (OSS), and Guidance Center and/or Disciplinary Alternative Education Placements (DAEP). <b>Strategy's Expected Result/Impact:</b> 1. Improve early intervention and effective behavior management strategies and plans for students with disabilities. 2. Increase monitoring of disciplinary actions and removals for students with disabilities. 3. Decrease the number of removals for students with disabilities to ISS, OSS, or DAEP settings. <b>Staff Responsible for Monitoring:</b> Steve Fleming, Principal Chad Phillips, Assistant Principal Tracey Balusek, Transition Counselor Campus special education case managers Campus special education support staff (LSSP and Diagnostician)	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> CTHS administrators and special education staff will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> 1. Ensure that all staff needing restraint training have been trained and meet current TBSI requirements. <b>Staff Responsible for Monitoring:</b> Steve Fleming, Principal Chad Phillips, Assistant Principal Tracey Balusek, Transition Counselor Campus special education staff	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

**Performance Objective 4:** CTHS will close achievement gaps, increase academic performance and improve language acquisition skills of Emergent Bilingual (EB) students through the implementation of research-based instructional strategies.

**District Objective:**





Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**High Priority**

**Evaluation Data Sources:** TELPAS proficiency levels

The performance of EB students as measured by the English Language Proficiency Status in TAPR Domain 3 - Closing the Gaps

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 40% of CTHS Emergent Bilingual (EB) students will advance at least one language proficiency level as measured with TELPAS assessment data by participating in Structured Conversations, ELLevation strategies, and listening/speaking opportunities in all classes.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Increase English language acquisition of EB students</p> <ol style="list-style-type: none"> <li>2. Build academic language</li> <li>3. Increase writing proficiency</li> <li>4. Improve understanding of rigorous texts</li> <li>5. Increase level of performance on TELPAS composite scores</li> <li>6. Staff training in implementation of ELLevation strategies</li> <li>7. Increased monitoring of EB students and SIOP classrooms to ensure implementation of Structured Conversations and ELLevation strategies.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Dr. Amanda Noyes, Multilingual Campus Coach            Jessica McCoy, Assistant Principal            Jenni Jett, ELA Campus Content Specialist            PLC teams</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Bilingual/ESL/EB (Federal Title III) - 263 - Title III A - Bilingual Education, Language - 6300 - \$2,226.43, Bilingual/ESL (Program 25) - 199 - General Fund - 6300 - \$3,964, Payroll - State Compensatory Funds - 6100 - \$15,640.42</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> CTHS teachers will implement and utilize at least one instructional strategy per six weeks from the ELlevation online instructional resources and report the strategy's success by self-reporting through a Google form. <b>Strategy's Expected Result/Impact:</b> Implement the district's selection of ELlevation online instructional resource Increase the number of leveled ELL instructional strategies being implemented in classrooms across campus <b>Staff Responsible for Monitoring:</b> Dr. Amanda Noyes, Multilingual Campus Coach Jessica McCoy, Assistant Principal Jenni Jett, ELA Campus Content Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> To meet the Federal guidelines for students being served in our ESL program, CTHS will reduce by 25% the number of ESL Waivers due to teachers who do not fully meet ESL certification requirements serving Emergent Bilingual students through CBLI training, attendance and completion of the ESL Institute, and successful completion of the ESL Certification examination. <b>Strategy's Expected Result/Impact:</b> 1. Reduce the number of ELA teachers who do not fully meet the ESL certification requirements 2. Reduce the number of ESL waivers that will have to be filed for teachers who do not fully meet the ESL certification requirements 3. Increase the number of ELA teachers who become ESL certified <b>Staff Responsible for Monitoring:</b> Steve Fleming, Principal Jessica McCoy, Assistant Principal Dr. Amanda Noyes, Multilingual Campus Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Funding Sources:</b> Bilingual/ESL/EB (Federal Title III A Funds) - 263 - Title III A - Bilingual Education, Language - 6399 - \$1,448	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

**Performance Objective 5:** CTHS will increase the percentage and performance of students taking Advanced Placement examinations for the Advanced Placement courses in which they are enrolled.

**District Objective:**





Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Advanced Placement examination registrations  
Advanced Placement examination scores

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> CTHS will increase the campus percentage of students attending AP preparation sessions for the Advanced Placement course in which they are enrolled from 24% to 30% for the 2023-24 school year.  <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students attending the AP preparation sessions Increase the percentage of students earning a qualifying score on the AP examination  <b>Staff Responsible for Monitoring:</b> Kristi White, Assistant Principal Sarah Smith, Campus Testing and AP Coordinator AP course instructors  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction  <b>Funding Sources:</b> Advanced Placement Exam Campus Costs (199) - 199 - General Fund - 6300 - \$15,000		Formative		
		Jan	Apr	June

Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> CTHS will increase the campus percentage of qualifying scores of 3, 4, or 5 on all Advanced Placement examinations from 30% to 35% during the 2023-24 school year. <b>Strategy's Expected Result/Impact:</b> Increase student performance on Advanced Placement examinations as documented through: 1. The number of students earning a qualifying score of 3, 4, or 5 2. The number of students earning college credit while enrolled in high school <b>Staff Responsible for Monitoring:</b> Kristi White, Assistant Principal Sarah Smith, Campus Testing and AP Coordinator AP Course instructors  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> G/T and AP Supplies (Program 21) - 199 - General Fund - 6300 - \$4,928, Payroll - State Compensatory Funds - 6100 - \$93,842.52		Formative		
		Jan	Apr	June
Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> CTHS will increase the total number of students enrolled in Advanced Placement courses from 370 to 388 in the 2023-24 school year. <b>Strategy's Expected Result/Impact:</b> Increase the total number of students enrolled in Advanced Placement courses on the CTHS campus. <b>Staff Responsible for Monitoring:</b> Kristi White, Assistant Principal Sarah Smith, Campus Testing and AP Coordinator AP Course Instructors  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative		
		Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

**Performance Objective 6:** CTHS will increase the performance of students taking Preliminary Scholastic Aptitude Test (PSAT) beyond both the district and state averages by implementing focused practice opportunities one day each week during PIE tutorial times.

**District Objective:**

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

**High Priority**

**Evaluation Data Sources:** Implementation of Blue Book PSAT test preparation materials

Participation by students and staff in implementation

Student performance scores on PSAT

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> CTHS will implement the use of Blue Book test preparation materials focused on English/Reading/Writing (ERW) and Mathematics content and question types to prepare students for success on the Preliminary Scholastic Aptitude Test (PSAT). <b>Strategy's Expected Result/Impact:</b> Increase the average total PSAT score for Grade 9, 10 and 11 students on the PSAT. <b>Staff Responsible for Monitoring:</b> Steve Fleming, Principal Sarah Smith, Campus Testing Coordinator Kristi White, Assistant Principal Assistant Principals PIE Tutorial Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Jan	Apr	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue



**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

**Performance Objective 7:** CTHS will Increase literacy and effective written communication for all student groups to ensure student growth and close the achievement gap of diverse student groups.

**District Objective:**

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**High Priority**

**HB3 Goal**

- Evaluation Data Sources:**
1. Increase student performance on ELA 1 and ELA 2 STAAR examinations
  2. Increase student performance on the ERW sections of the PSAT and SAT examinations
  3. Increase student performance on the Reading and Writing sections of the TSIA.
  4. Increase student completion of the English modules and essay in the Texas College Bridge program.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> CTHS will promote literacy and foster the love of reading as a foundational skill for learning, personal growth, and enjoyment by facilitating 21st century skills, resources, and tools to meet the varied and diverse needs of our students.  <b>Strategy's Expected Result/Impact:</b> 1. Every ELA class will visit the CTHS library once per month for student book check-out and/or lessons from the librarians. 2. Evaluate the library collection to maintain current and relevant books and resources 3. Host four reading incentive programs throughout the school year 4. Host at least one book fair to raise funds for reading incentives and library materials  <b>Staff Responsible for Monitoring:</b> Amy Whalen, Librarian Jennifer Brabston, Librarian Jessica McCoy, Assistant Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> CTHS will develop and support writing across all content areas by engaging students in written activities at least twice per six weeks in every course through the implementation of AVID WICOR and EB ELLevation instructional strategies.  <b>Strategy's Expected Result/Impact:</b> 1. Increase students' written fluency 2. Increase in student scores on short constructed responses (SCR) on all STAAR exams. 3. Increase teacher collaboration through sharing of student writing samples  <b>Staff Responsible for Monitoring:</b> Jessica McCoy, Assistant Principal Jennifer Jett, ELA Campus Content Specialist Carol Patterson, AVID Coordinator Dr. Amanda Noyes, Multilingual Campus Coach  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

**Performance Objective 8:** CTHS will increase student engagement with relevant content and rigorous instruction by implementing technology resources to enhance learning.

**District Objective:**

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**High Priority**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> CTHS will implement Nearpod as a technology resource in all courses to increase opportunities for formative assessment during teacher-led and student-paced instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Increase data-driven differentiation of instruction 2. Increase writing fluency through digital collaboration boards 3. Increase student engagement through interactive presentation methods</p> <p><b>Staff Responsible for Monitoring:</b> Steve Fleming, Principal Matthew Cass, Assistant Principal Shaun Webb, Technology Campus Content Specialist Andy Crawford, Campus Technology Facilitator Luis Ponce, Campus Support Technician II</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Purchase of Nearpod campus license - 199 - General Fund - 6399-00TECH - \$5,000, Purchase of EdPuzzle campus license - 199 - General Fund - 6399-00TECH - \$3,000</p>	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 2: COLLEGE, CAREER & MILITARY READY** - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.

**Performance Objective 1:** CTHS will continue to promote the exploration of post secondary career and educational opportunities.

**District Objective:**


Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3


**HB3 Goal**


- Evaluation Data Sources:**
1. Student participation in PSAT/SAT preparation classes
  2. Student participation in both face-to-face and virtual College Now field trips
  3. Student and parent participation in financial aid presentations and college workshops
  4. Student enrollment in the AVID elective
  5. Student applications for scholarships through the College Now program
  6. Number of students accepted to colleges and universities
  7. Student participation in Texas College Bridge


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> CTHS College Now and senior class counseling staff will work collaboratively with students and parents to ensure that 100% of seniors have completed and submitted either the Federal Application for Financial Student Assistance (FAFSA) or Texas Application for Student Financial Assistance (TASFA).</p> <p><b>Strategy's Expected Result/Impact:</b></p> <ol style="list-style-type: none"> <li>1. 100% of eligible senior students will complete and submit either the FAFSA or TASFA application.</li> <li>2. More CTHS senior students will receive the financial assistance necessary to attend college.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Tammy Gernander, CTHS College Now Coordinator  Milagros Romero, CTHS College Now Secretary  Senior class assistant principal  Senior class counselor</p> <p><b>TEA Priorities:</b>  Connect high school to career and college</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> CTHS will maximize the AVID elective to effectively provide support and strategies for students and staff. <b>Strategy's Expected Result/Impact:</b> Increase the number of students enrolled and actively participating in AVID as documented by: 1. Number of students enrolled in AVID 2. Completion of AVID site plan 3. Increase the levels of AVID elective offered at CTHS 4. Increase number of in person and virtual AVID college visits 5. Continue to provide training to instructional staff in implementation of WICOR strategies <b>Staff Responsible for Monitoring:</b> Carol Patterson - AVID Elective teacher and AVID Site Coordinator  Others include: Jessica McCoy - Asst. Principal Steve Fleming - Principal Kim Voight, Lead Counselor & Master Scheduler  <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> AVID/At Risk (Program 30) - 199 - General Fund - 6300 - \$7,029	Formative		
	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2: COLLEGE, CAREER & MILITARY READY** - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.

**Performance Objective 2:** Increase student recruitment and retention by 5% each year until maximum campus enrollment capacity (1600 students) is reached and maintained.





**District Objective:**

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 1. Campus enrollment by grade level  
2. Student retention percentages

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Update student facing recruitment website that showcases programs of study, campus activities, clubs and organizations. <b>Strategy's Expected Result/Impact:</b> Increase the number of student applicants and overall student enrollment at CTHS <b>Staff Responsible for Monitoring:</b> Steve Fleming - Principal Chad Phillips - Asst. Principal Abel Cass - Asst. Principal Kim Voight - Lead Counselor CTE Program of Study teachers  <b>TEA Priorities:</b> Connect high school to career and college	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2: COLLEGE, CAREER & MILITARY READY** - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.

**Performance Objective 3:** Increase the number of students earning College, Career and Military Readiness accountability requirements to 100% as reported in our Texas Education Agency Accountability Rating.

**District Objective:**

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

**HB3 Goal**

**Evaluation Data Sources:** CCMR Accountability Rating Summary

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 100% of seniors in participating courses who are using the Texas College Bridge program in senior English and Mathematics classes will complete all Texas College Bridge modules and earn their Texas College Bridge certificate.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of senior students completing the Texas College Bridge curriculum Increase the number of senior students earning their CCMR TCB certificate</p> <p><b>Staff Responsible for Monitoring:</b> Tammy Gernander, College Now Coordinator Jessica McCoy, Assistant Principal Melissa Archer, Campus Content Specialist Jennifer Jett, Campus Content Specialist Senior mathematics and ELA teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college -</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Increase parent involvement and awareness of College, Career and Military opportunities through multiple communication methods such as FAFSA nights and Saturday FAFSA events, College Now Parent Night, the CTHS and Counseling websites, and social media.  <b>Strategy's Expected Result/Impact:</b> Increased parent involvement in students' college application process. Increase outreach to and information sharing with parents and students.  <b>Staff Responsible for Monitoring:</b> Christina Flores - Counselor/Parent Coordinator Tammy Gernander - College Now Coordinator VIP Committee (Very Involved Parents)  <b>TEA Priorities:</b> Connect high school to career and college	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> CTHS students will increase performance by 5% on TEA approved industry-based certifications (IBC) through successful completion of IBC requirements as reported in the Texas Academic Progress Report (TAPR).  <b>Strategy's Expected Result/Impact:</b> Increased number of students earning industry-based certifications (IBC).  <b>Staff Responsible for Monitoring:</b> Steve Fleming, Principal CTHS Assistant Principals CTHS CTE Program of Study teachers PISD CTE Coordinators  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			



**Goal 2: COLLEGE, CAREER & MILITARY READY** - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.

**Performance Objective 4:** Monitor regional and local employment forecasts, cultivate business partnerships, update course offerings annually as needed and resources are available, and track student enrollment in campus pathways making adjustments as needed.

**District Objective:**

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

**HB3 Goal**

**Evaluation Data Sources:** Regional and local employment forecasts

Student and parent survey data

Student pathway enrollment data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> CTHS will increase the number of outside experiences afforded to students such as paid or unpaid work-based instruction, job shadowing, or mentorship. <b>Strategy's Expected Result/Impact:</b> Collect data through teacher surveys Collect data from district CTE coordinator as reported through CTE student training plan agreements <b>Staff Responsible for Monitoring:</b> Steve Fleming, Principal Dr. Melissa Ryan, CTE Department Chair  <b>TEA Priorities:</b> Connect high school to career and college	Formative		
	Jan	Apr	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

**Goal 2: COLLEGE, CAREER & MILITARY READY** - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.

**Performance Objective 5:** CTHS will work collaboratively with CTE pathway instructors and district staff to implement appropriate curriculum, adjust certification testing timelines, and offer certification testing opportunities as early as possible for an appropriate industry-recognized certification for students in every pathway.





**District Objective:**

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

**HB3 Goal**

- Evaluation Data Sources:**
1. List of available, appropriate industry-recognized certifications
  2. Number of students taking certification examinations
  3. Number of student successfully completing certification examinations.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> CTHS will work collaboratively with Pasadena ISD Career &amp; Technical Education district staff to review Texas Education Agency's list and local list of industry-recognized certifications for every pathway to ensure alignments with state College, Career, Military Readiness (CCMR) standards and industry requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor and maintain a list of available, appropriate, industry-recognized certifications for every pathway as documented by both:</p> <ol style="list-style-type: none"> <li>1. Texas Education Agency and</li> <li>2. Local industry and professional partners.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Steve Fleming - Principal Tanya Hagar - CTE Executive Director</p> <p>Others include: CTHS Assistant Principals CTE District Coordinators CTHS and CTE Business Partner Liaisons</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> CTHS administrative staff will meet with every CTE Program of Study teacher to conduct a program review to ensure growth of each program of study. <b>Strategy's Expected Result/Impact:</b> Collaborative meetings between CTE Program of Study teachers, CTHS administration, and PISD CTE staff to determine level of implementation, curriculum, and testing opportunities for students. Follow-up meetings can/will be scheduled as requested/needed. <b>Staff Responsible for Monitoring:</b> CTHS Administrative Team  Others include: CTHS CTE Program of Study teachers PISD CTE Executive Director PISD CTE Coordinators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college		Formative		
		Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 2: COLLEGE, CAREER & MILITARY READY** - We will promote college, career and military preparation and readiness through the use of systems and structures to meet the needs of each student.

**Performance Objective 6:** CTHS will work collaboratively with local business, industry, community and educational stakeholders to establish new or expand existing business and industry advisory groups for all CTE Programs of Study





**District Objective:**

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

**HB3 Goal**

**Evaluation Data Sources:** Number of business and industry advisory groups at CTHS

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> CTHS administrative team will work collaboratively with CTE district staff, CTE Program of Study instructors, and local business and industry leaders to establish and grow business and industry advisory groups for all Programs of Study. <b>Strategy's Expected Result/Impact:</b> Establishment of new or expansion of existing business and industry advisory groups for all pathways. <b>Staff Responsible for Monitoring:</b> CTHS Administrative team Dr. Diane Barnes, Career & Community Coordinator Ezequiel Garcia, CTE Business Partner Liaison CTHS CTE Program of Study teachers  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop and retain a highly qualified staff to promote a successful learning environment for all.

**Performance Objective 1:** CTHS will actively develop and retain a highly qualified staff.





**District Objective:**

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

**High Priority**

**Evaluation Data Sources:** 1. CTHS instructional staff retention rate  
2. Number of instructional staff open positions  
3. Number of highly qualified instructional staff

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and refine teacher-led support systems including teacher-led staff development, peer observations, and a buddy teacher system.  <b>Strategy's Expected Result/Impact:</b> Provide tools and strategies, peer support systems and solutions addressing staff concerns and increasing staff retention. <b>Staff Responsible for Monitoring:</b> Steve Fleming - Principal  Others include: Abel Cass - Asst. Principal Chad Phillips - Asst. Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop and refine an annual staff survey to gather staff input on campus climate and express individual concerns. <b>Strategy's Expected Result/Impact:</b> Increase communication with staff and address teacher concerns in a timely manner to improve staff morale and involvement. <b>Staff Responsible for Monitoring:</b> Steve Fleming - Principal  Others include: Abel Cass, Assistant Principal Shaun Webb, Technology Campus Content Specialist Andy Crawford, Campus Technology Facilitator  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> CTHS will support new teachers and teacher mentors by conducting quarterly new teacher and teacher mentor support meetings. <b>Strategy's Expected Result/Impact:</b> 1. Increase new teacher morale and retention 2. Additional guidance for mentor teachers <b>Staff Responsible for Monitoring:</b> Steve Fleming, Principal Kristi White, Assistant Principal Kim Holland, Campus Master Mentor	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 4: FAMILY & COMMUNITY ENGAGEMENT** - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

**Performance Objective 1:** CTHS will increase involvement and communication with parents.

**District Objective:**

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

**Evaluation Data Sources:** Meeting agendas/minutes from VIP meetings

Parent attendance at school events and functions

Parent involvement at school events and activities

Parents serving as chaperones for field trips

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase parental involvement as demonstrated by a 10% increase in the total number of Very Involved Parents (VIPs) and utilize this team at school wide events and as chaperones for pathway field trips and events. <b>Strategy's Expected Result/Impact:</b> 1. Increase parental involvement at school wide functions and events 2. Increase parental supervision as chaperones on field trips 3. Increase total number of parents participating in VIPs by 10%. <b>Staff Responsible for Monitoring:</b> Dr. Christina Flores - Counselor  Others Include: Steve Fleming - Principal Kristi White - Assistant Principal Dr. Diane Barnes - Career and Community Coordinator  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 1:** CTHS will prioritize the safety of students and staff at CTHS by providing safety training, regularly communicating safety information, and implementing campus, district, and state safety requirements.

**District Objective:**





Objective 5.1 We will increase safety and security measures at all levels to prevent, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

**High Priority**

**Evaluation Data Sources:** Emails to campus staff, students and parents regarding safety information  
Documented safety and emergency drills

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> CTHS Positive Behavioral Intervention Support (PBIS) Team will develop, communicate, and implement the CTHS Guiding Principles and non-negotiables as guidelines for success. <b>Strategy's Expected Result/Impact:</b> 1. Videos developed to teach Guiding Principles to students and staff 2. Updates from PBIS Team at faculty meetings regarding attendance and discipline data 3. Observations conducted by PBIS Team <b>Staff Responsible for Monitoring:</b> Chad Phillips - Asst. Principal  Others include: Steve Fleming - Principal CTHS PBIS Team  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June



Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> CTHS will implement, monitor, and document weekly exterior and interior door inspections as mandated by the Texas Education Agency and demonstrate 100% compliance with all requirements. <b>Strategy's Expected Result/Impact:</b> 100% of exterior and interior classroom doors will remain closed and locked during instructional time. <b>Staff Responsible for Monitoring:</b> Steve Fleming, Principal Matthew Cass, Assistant Principal James Allen, Campus Security Monitor Johnny Garcia, Campus Security Monitor CTHS Assistant Principals CTHS Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative		
		Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 2:** CTHS will implement proactive strategies to increase campus and individual student grade level average daily attendance (ADA) by 1.00% from 2022-23 ADA of 93.959% to 2023-24 ADA goal of 94.959%.

**District Objective:**

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1





**High Priority**

**Evaluation Data Sources:** Average Daily Attendance Reports

Summative Attendance Reports

Unsubmitted Attendance Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement proactive strategies to increase student average daily attendance at the six weeks and semester checkpoints. <b>Strategy's Expected Result/Impact:</b> Increase CTHS average daily student attendance through: <ol style="list-style-type: none"> <li>1. Student incentives such as raffle drawings, recognition on campus monitors, gift card donations, Reboot celebrations for students with perfect attendance, homeroom competitions among grade levels, etc.</li> <li>2. Faculty recognition for ADA submission (Attendance Pro's)</li> <li>3. Provide public recognition of students</li> </ol> <b>Staff Responsible for Monitoring:</b> Steve Fleming - Principal  Others include: Abel Cass, Assistant Principal CTHS Attendance Clerical staff CTHS Assistant Principals CTHS Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 3:** CTHS will support students and staff in maintaining their physical well being by providing opportunities for stress management, health, wellness and nutrition.

**District Objective:**

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

**Evaluation Data Sources:** Submitted evidence of kinesthetic activity in classrooms  
Campus designation in Excellence in Wellness campaign

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> CTHS will utilize the Campus Wellness Team to build a culture of health and wellness through activities and events that increase physical activity, support social/emotional health, and promote healthy lifestyle choices.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Increase staff and faculty participation in district and campus challenges by 5% each year. 2. Increased publicity for campus Campus Wellness Teams events and challenges (i.e. flyers, school website, Remind101, social media)</p> <p><b>Staff Responsible for Monitoring:</b> Chad Phillips, Assistant Principal/CHAC Administrator</p> <p>Others include: Roseanne Chapa, Fitness Instructor Brad Waller, Fitness Instructor Patrick McIendon, Fitness Instructor Dr. Christina Flores, Counselor, Caitlyn Woods R.N., School Nurse</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> CTHS will form and implement a student-led Student Health Advisory Council (SHAC) to gain student input and promote student involvement in health and wellness. <b>Strategy's Expected Result/Impact:</b> 1. Creation of SHAC to consist of 6 students, at least 1 from all four grade levels at CTHS. 2. Earn campus designation of Platinum in Excellence in Wellness. <b>Staff Responsible for Monitoring:</b> Chad Phillips, Assistant Principal/CHAC Administrator  Others include: Roseanne Chapa, Fitness Instructor Brad Waller, Fitness Instructor Patrick McLendon, Fitness Instructor Dr. Christina Flores, Counselor, Caitlyn Woods, R.N., School Nurse  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 4:** CTHS will increase opportunities for students to receive recognition and participate in campus culture and spirit activities to foster campus culture and boost student morale.

**District Objective:**





Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

**Evaluation Data Sources:** Increased student participation in extracurricular activities by 5%

Student survey responses on participation and engagement

Attendance and participation data for campus events and spirit days

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> CTHS will recognize students who adhere to the CTHS Principles through teacher nominations in the Principal's Award each six weeks. In addition, two students per grade level will be recognized for the overall Principal's Award each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student morale through recognition of outstanding demonstration of CTHS Principles of Collaboration, Trust, High Expectations and Service</p> <p><b>Staff Responsible for Monitoring:</b> Kristi White - Assistant Principal</p> <p>Others include: Campus Culture and Climate Committee Assistant Principals Steve Fleming, Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June

Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> CTHS will increase student morale by hosting a minimum of one campus-wide special event per semester to build campus climate and culture. <b>Strategy's Expected Result/Impact:</b> Increased campus culture and student morale through campus sponsored events and celebrations such as Fall Festival, Dances, CTE Pathway Showcase Nights, Movie Nights, etc. <b>Staff Responsible for Monitoring:</b> Kristi White - Assistant Principal  Others include: Dr. Diane Barnes - Career & Community Coordinator, Climate & Culture Committee  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative		
		Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





**Goal 6: ANCILLARY SERVICES** - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

**Performance Objective 1:** CTHS will promote an exemplary learning environment for students and staff by coordinating with ancillary service departments to expand established and innovative practices, standards and systems.

**District Objective:**

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities.

**Evaluation Data Sources:** Appropriate budget allocation and expenditures for campus technology expenses

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> CTHS will coordinate with Pasadena ISD Technical Services, Innovation and Development, and PISD Purchasing departments to develop a plan to regularly evaluate the instructional technology software and equipment utilized on our campus. <b>Strategy's Expected Result/Impact:</b> Provide consistent review process for instructional technology software and equipment. Provide feedback and input for new and replacement campus instructional technology purchases. <b>Staff Responsible for Monitoring:</b> Steve Fleming, Principal Andy Crawford, CTHS Technology Facilitator Abel Cass, CTHS Assistant Principal Shaun Webb, CCS Technology Luis Ponce, Campus 1:1 Technician  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# State Compensatory

## Budget for Dr. Kirk Lewis Career and Technical High School

**Total SCE Funds:** \$328,342.00

**Total FTEs Funded by SCE:** 18

### Brief Description of SCE Services and/or Programs

CTHS utilizes State Compensatory Education (SCE) funds to reduce disparity in performance on assessment instruments and disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. Our goal is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services. We use state compensatory education funds to provide credit recovery services for students who have not successfully completed an end-of-course assessment or who are credit deficient in courses required for graduation. SCE funds also support eighteen teachers with supplies, student transportation for extended day and tutorial services, and miscellaneous operating costs for our AVID program to support student development of college and career skills.

## Personnel for Dr. Kirk Lewis Career and Technical High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bujnoch, Patricia	Teacher - High School - ELA	1
Campbell, Justin	Teacher - High School - US History	1
Carnes, Stephanie	Teacher - High School - CTE	1
Chandler, David	Teacher - High School - Science	1
Curd, Joshua	Teacher - High School - ELA	1
Frazier, Wendy	Teacher - High School - Science	1
Guel, Ky	Teacher - High School - ELA	1
Holland, Kimberly	Teacher - High School - Science	1
Madrigal, Veronica	Teacher - High School - World Languages	1
Moak, Amy	Teacher - High School - Science	1
Paez, Christopher	Teacher - High School - Mathematics	1
Patterson, Carol	Teacher - High School - AVID	1
Rhodes, H	Teacher - High School - Social Studies	1
Saenz, Lashella	Teacher - High School - Mathematics	1
Silva, Rosemary	Teacher - High School - Social Studies	1
Voight, Meriah	Teacher - High School - Mathematics	1
Waller, Toni	Paraprofessional - Instructional	1



<u>Name</u>	<u>Position</u>	<u>FTE</u>
Winebrenner, William	Teacher - High School - Mathematics	1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	BFU/OT/Fixed Base Funding (199 ELA I)	6300	\$39,076.20
1	2	2	BFU/OT/Fixed Base Funding (199 ELA II)	6300	\$39,076.20
1	2	3	BFU/OT/Fixed Base Funding (199 Algebra I)	6300	\$39,076.20
1	2	4	BFU/OT/Fixed Base Funding (199 Biology)	6300	\$39,076.20
1	2	5	BFU/OT/Fixed Base Funding (199 U.S. History)	6300	\$39,076.20
1	3	2	Special Education Supplies (Program 23)	6300	\$1,611.00
1	4	1	Bilingual/ESL (Program 25)	6300	\$3,964.00
1	5	1	Advanced Placement Exam Campus Costs (199)	6300	\$15,000.00
1	5	2	G/T and AP Supplies (Program 21)	6300	\$4,928.00
1	8	1	Purchase of EdPuzzle campus license	6399-00TECH	\$3,000.00
1	8	1	Purchase of Nearpod campus license	6399-00TECH	\$5,000.00
2	1	2	AVID/At Risk (Program 30)	6300	\$7,029.00
Sub-Total					\$235,913.00
Budgeted Fund Source Amount					\$235,913.00
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Bilingual/ESL/EB (Federal Title III)	6300	\$2,226.43
1	4	3	Bilingual/ESL/EB (Federal Title III A Funds)	6399	\$1,448.00
Sub-Total					\$3,674.43
Budgeted Fund Source Amount					\$3,674.43
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll	6100	\$93,842.54
1	2	1	Payroll	6100	\$47,769.95

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Payroll	6100	\$47,769.95
1	2	3	Payroll	6100	\$47,769.94
1	2	4	Payroll	6100	\$31,280.84
1	2	5	Payroll	6100	\$31,280.84
1	2	8	Payroll Costs for Secondary Computer Aide Lab Manager	6100	\$31,174.00
1	4	1	Payroll	6100	\$15,640.42
1	5	2	Payroll	6100	\$93,842.52
Sub-Total					\$440,371.00
Budgeted Fund Source Amount					\$440,371.00
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Campus Content Specialist (Federal Title IIA)	6100	\$52,941.22
1	2	7	Campus Content Specialist (Federal Title IIA)	6100	\$52,941.21
Sub-Total					\$105,882.43
Budgeted Fund Source Amount					\$105,882.43
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Planned Intervention & Enrichment Supplies	6399	\$1,800.00
1	1	2	Extended Day Transportation Expenses	6494	\$7,500.00
1	1	2	Extended Day Supplies	6399	\$2,500.00
Sub-Total					\$11,800.00
Budgeted Fund Source Amount					\$11,800.00
+/- Difference					\$0.00
Grand Total Budgeted					\$797,640.86
Grand Total Spent					\$797,640.86
+/- Difference					\$0.00

# Addendums

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY**

\* Confidential \*

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>90</b>	<b>A</b>
<b>Student Achievement</b>		<b>91</b>	<b>A</b>
STAAR Performance	60	90	
College, Career and Military Readiness	73	93	
Graduation Rate	97	90	
<b>School Progress</b>		<b>91</b>	<b>A</b>
Academic Growth	77	87	<b>B</b>
Relative Performance (Eco Dis: 69.1%)	67	91	<b>A</b>
<b>Closing the Gaps</b>	<b>87</b>	<b>86</b>	<b>B</b>

\* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

### Distinction Designations

- ✗ ELA/Reading
- ✓ Mathematics
- ✓ Science
- ✓ Social Studies
- ✓ Comparative Academic Growth
- ✓ Postsecondary Readiness
- ✓ Comparative Closing the Gaps

Texas Education Agency  
**2022 STAAR Performance**  
**DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY**

\* Confidential \*

**Calculation Report**

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	857	375	389	351	1,972	
Approaches GL or Above	679	355	375	337	1,746	89%
Meets GL or Above	519	237	293	297	1,346	68%
Masters GL	64	105	115	198	482	24%
Total Percentage Points						181%
<b>Component Score</b>						<b>60</b>

Texas Education Agency  
2022 STAAR Performance  
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

\* Confidential \*

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	89%	92%	88%	90%	100%	97%	-	100%	88%	72%	80%	67%	94%	89%	87%
At Meets GL Standard or Above	68%	70%	67%	79%	100%	87%	-	83%	67%	38%	51%	39%	88%	69%	65%
At Masters GL Standard	24%	26%	23%	38%	100%	55%	-	50%	23%	8%	13%	15%	59%	25%	20%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	1,746	49	1,570	89	1	30	-	6	1,312	320	559	93	16	1,624	122
At Meets GL Standard or Above	1,346	37	1,197	78	1	27	-	5	999	170	358	54	15	1,255	91
At Masters GL Standard	482	14	409	38	1	17	-	3	346	36	91	21	10	454	28
Total Tests	1,972	53	1,780	99	1	31	-	6	1,499	442	700	138	17	1,831	141
<b>Participation</b>															
% participation 2020-21	98%	93%	98%	98%	-	100%	-	100%	97%	96%	96%	99%	100%	98%	97%
% participation 2021-22	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	79%	85%	79%	76%	-	93%	-	100%	77%	54%	64%	45%	100%	79%	81%
At Meets GL Standard or Above	61%	58%	60%	64%	-	93%	-	100%	58%	26%	40%	18%	83%	60%	62%
At Masters GL Standard	7%	12%	6%	14%	-	53%	-	50%	6%	0%	1%	2%	17%	7%	9%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	679	22	608	32	-	14	-	2	500	114	206	29	6	619	60
At Meets GL Standard or Above	519	15	460	27	-	14	-	2	376	55	127	12	5	473	46
At Masters GL Standard	64	3	46	6	-	8	-	1	38	1	4	1	1	57	7
Total Tests	857	26	771	42	-	15	-	2	647	212	320	65	6	783	74
<b>Participation</b>															
% participation 2020-21	96%	90%	96%	96%	-	100%	-	100%	96%	95%	95%	98%	100%	96%	98%
% participation 2021-22	100%	100%	100%	98%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	95%	100%	95%	100%	-	100%	-	100%	95%	95%	95%	92%	67%	95%	88%
At Meets GL Standard or Above	63%	63%	63%	73%	-	71%	-	50%	62%	48%	57%	54%	67%	64%	58%
At Masters GL Standard	28%	38%	28%	27%	-	14%	-	50%	29%	21%	28%	25%	67%	28%	23%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	355	8	327	11	-	7	-	2	275	76	136	22	2	332	23

Texas Education Agency  
2022 STAAR Performance  
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	237	5	218	8	-	5	-	1	181	38	82	13	2	222	15
At Masters GL Standard	105	3	97	3	-	1	-	1	84	17	40	6	2	99	6
Total Tests	375	8	346	11	-	7	-	2	291	80	143	24	3	349	26
<b>Participation</b>															
% participation 2020-21	99%	100%	98%	100%	-	100%	-	100%	98%	97%	97%	100%	100%	99%	96%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	96%	100%	96%	100%	-	100%	-	100%	96%	87%	93%	85%	100%	97%	94%
At Meets GL Standard or Above	75%	89%	74%	88%	-	75%	-	100%	74%	47%	61%	54%	100%	76%	68%
At Masters GL Standard	30%	44%	28%	47%	-	75%	-	0%	28%	6%	14%	15%	75%	30%	26%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	375	9	344	17	-	4	-	1	290	75	140	22	4	346	29
At Meets GL Standard or Above	293	8	266	15	-	3	-	1	224	40	92	14	4	272	21
At Masters GL Standard	115	4	100	8	-	3	-	0	84	5	21	4	3	107	8
Total Tests	389	9	358	17	-	4	-	1	302	86	151	26	4	358	31
<b>Participation</b>															
% participation 2020-21	98%	93%	99%	100%	-	100%	-	100%	98%	99%	99%	100%	100%	99%	96%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	96%	100%	95%	100%	100%	100%	-	100%	95%	86%	90%	87%	100%	96%	100%
At Meets GL Standard or Above	85%	90%	83%	97%	100%	100%	-	100%	84%	58%	66%	65%	100%	84%	90%
At Masters GL Standard	56%	40%	54%	72%	100%	100%	-	100%	54%	20%	30%	43%	100%	56%	70%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	337	10	291	29	1	5	-	1	247	55	77	20	4	327	10
At Meets GL Standard or Above	297	9	253	28	1	5	-	1	218	37	57	15	4	288	9
At Masters GL Standard	198	4	166	21	1	5	-	1	140	13	26	10	4	191	7
Total Tests	351	10	305	29	1	5	-	1	259	64	86	23	4	341	10
<b>Participation</b>															
% participation 2020-21	99%	100%	99%	100%	-	100%	-	100%	99%	95%	95%	100%	100%	99%	100%
% participation 2021-22	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%

- Indicates there are no students in the group.



Texas Education Agency  
**2022 College, Career, and Military Readiness**  
**DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY**

\* Confidential \*

### Calculation Table

	Annual Graduates	
	Count	Percentage
Total		
Total graduates	328	
Total credit for CCMR criteria	240	73%

### Data Table

	Annual Graduates	
	Count	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	90	27%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	154	47%
Met TSI assessment criteria	36	11%
Met ACT criteria	1	0%
Met SAT criteria	129	39%
Earned credit for a college prep course	0	0%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	127	39%
Met TSI assessment criteria	38	12%
Met ACT criteria	1	0%
Met SAT criteria	63	19%
Earned credit for a college prep course	33	10%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	106	32%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	37	11%
Industry-Based Certifications		
Earned an industry-based certification from approved list	167	51%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	3	1%
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	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	1	0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	14	4%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

\* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency  
2022 Graduation Rate

**DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY**

\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
<b>4-Year Graduation Rate (Gr 9-12): Class of 2021</b>											
% Graduated	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2020</b>											
% Graduated	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Graduation Rate (Gr 9-12): Class of 2019</b>											
% Graduated	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12): SY 2020-21</b>											
% Dropped Out	0.3%	0.0%	0.4%	0.0%	0.0%	0.0%	-	0.0%	0.3%	1.0%	0.0%
% Dropped Out - Conversion	97.0%										
# Dropped Out	5	0	5	0	0	0	-	0	3	2	0
# of Students	1,471	46	1,266	116	1	34	-	8	1,091	208	88

+ Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.

- Indicates there are no students in the group.

Texas Education Agency  
2022 Academic Growth

**DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY**

\* Confidential \*

**Academic Growth Score**

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	82	0.0	113	56.5	410	410.0	466.5	605	77
Reading / ELA	59	0.0	64	32.0	226	226.0	258.0	349	74
Mathematics	23	0.0	49	24.5	184	184.0	208.5	256	81

		2021-22							
2020-21		Did Not Meet		Approaches		Meets		Masters	Count
Both Subjects		44	-	-	-	-	-	119	605
Both Subjects	Did Not Meet	28	28	22	32	27	-	9	146
	Approaches	11	0	32	11	83	-	35	172
	Meets	5	-	18	-	59	110	43	235
	Masters	0	-	0	-	20	-	32	52
Reading / ELA		32	-	-	-	-	-	27	349
Reading / ELA	Did Not Meet	18	28	0	17	9	-	0	72
	Approaches	10	0	6	7	45	-	0	68
	Meets	4	-	11	-	58	93	7	173
	Masters	0	-	0	-	16	-	20	36
Mathematics		12	-	-	-	-	-	92	256
Mathematics	Did Not Meet	10	0	22	15	18	-	9	74
	Approaches	1	0	26	4	38	-	35	104
	Meets	1	-	7	-	1	17	36	62
	Masters	0	-	0	-	4	-	12	16

Texas Education Agency  
2022 Relative Performance

DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

\* Confidential \*

				Value needed for:		
% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR and CCMR	90	80	70
69.1	69.1 to 70	High School/K-12	67	63	47	37

Texas Education Agency  
2022 Closing the Gaps  
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

\* Confidential \*

### Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	14	15	93%	50%	46.5
Growth Status	11	11	100%	10%	10.0
ELP Status	0	1	0%	10%	0.0
School Quality Status	6	6	100%	30%	30.0
<b>Closing the Gaps Score</b>					<b>87</b>

### Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	<b>44%</b>	<b>32%</b>	<b>37%</b>	<b>60%</b>	<b>43%</b>	<b>74%</b>	<b>45%</b>	<b>56%</b>	<b>33%</b>	<b>29%</b>	<b>19%</b>	<b>36%</b>	<b>46%</b>	<b>42%</b>		
<b>Target Met</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>					<b>Yes</b>	<b>Yes</b>	<b>No</b>		<b>Yes</b>	<b>Yes</b>		
% at Meets GL Standard or Above	61%	58%	60%	64%	-	93%	-	100%	58%	40%	18%	83%	60%	62%		
# at Meets GL Standard or Above	519	15	460	27	-	14	-	2	376	127	12	5	473	46		
Total Tests (Adjusted)	857	26	771	42	-	15	-	2	647	320	65	6	783	74		
<b>Mathematics Target</b>	<b>46%</b>	<b>31%</b>	<b>40%</b>	<b>59%</b>	<b>45%</b>	<b>82%</b>	<b>50%</b>	<b>54%</b>	<b>36%</b>	<b>40%</b>	<b>23%</b>	<b>44%</b>	<b>47%</b>	<b>45%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>						<b>Yes</b>	<b>Yes</b>			<b>Yes</b>	<b>Yes</b>		
% at Meets GL Standard or Above	63%	63%	63%	73%	-	71%	-	50%	62%	57%	54%	67%	64%	58%		
# at Meets GL Standard or Above	237	5	218	8	-	5	-	1	181	82	13	2	222	15		
Total Tests (Adjusted)	375	8	346	11	-	7	-	2	291	143	24	3	349	26		
<b>Total Indicators</b>															<b>14</b>	<b>15</b>
<b>Growth Status</b>																
<b>ELA/Reading Target</b>	<b>66%</b>	<b>62%</b>	<b>65%</b>	<b>69%</b>	<b>67%</b>	<b>77%</b>	<b>67%</b>	<b>68%</b>	<b>64%</b>	<b>64%</b>	<b>59%</b>	<b>65%</b>	<b>66%</b>	<b>67%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>						<b>Yes</b>	<b>Yes</b>			<b>Yes</b>	<b>Yes</b>		
Academic Growth Score	74%	85%	73%	83%	-	82%	-	100%	75%	71%	53%	50%	74%	77%		
Growth Points	258.0	11.0	222.0	15.0	-	9.0	-	1.0	195.0	77.0	10.5	0.5	232.5	25.5		
Total Tests	349	13	306	18	-	11	-	1	260	109	20	1	316	33		
<b>Mathematics Target</b>	<b>71%</b>	<b>67%</b>	<b>69%</b>	<b>74%</b>	<b>71%</b>	<b>86%</b>	<b>74%</b>	<b>73%</b>	<b>68%</b>	<b>68%</b>	<b>61%</b>	<b>70%</b>	<b>71%</b>	<b>70%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>						<b>Yes</b>	<b>Yes</b>			<b>Yes</b>			
Academic Growth Score	81%	86%	81%	86%	-	-	-	-	81%	79%	72%	100%	82%	76%		
Growth Points	208.5	6.0	196.5	6.0	-	-	-	-	162.5	94.5	13.0	2.0	195.5	13.0		
Total Tests	256	7	242	7	-	-	-	-	201	120	18	2	239	17		

Texas Education Agency  
2022 Closing the Gaps  
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
<b>Total Indicators</b>															<b>11</b>	<b>11</b>
<b>Graduation Rate Status</b>																
<b>Target</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>		
<b>Target Met</b>																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Indicators</b>																
<b>English Language Proficiency Status</b>																
<b>Target</b>										<b>36%</b>						
<b>Target Met</b>										<b>No</b>						
TELPAS Progress Rate										24%						
TELPAS Progress										57						
TELPAS Total										234						
<b>Total Indicators</b>															<b>0</b>	<b>1</b>
<b>Student Success Status</b>																
<b>Target</b>	<b>47</b>	<b>36</b>	<b>41</b>	<b>58</b>	<b>46</b>	<b>73</b>	<b>48</b>	<b>55</b>	<b>38</b>	<b>37</b>	<b>23</b>	<b>43</b>	<b>48</b>	<b>45</b>		
<b>Target Met</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>			<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>		
STAAR Component Score	60	63	59	69	100	80	-	78	59	48	40	80	61	57		
% at Approaches GL Standard or Above	89%	92%	88%	90%	100%	97%	-	100%	88%	80%	67%	94%	89%	87%		
% at Meets GL Standard or Above	68%	70%	67%	79%	100%	87%	-	83%	67%	51%	39%	88%	69%	65%		
% at Masters GL Standard	24%	26%	23%	38%	100%	55%	-	50%	23%	13%	15%	59%	25%	20%		
Total Tests	1,972	53	1,780	99	1	31	-	6	1,499	700	138	17	1,831	141		
<b>Total Indicators</b>															<b>10</b>	<b>10</b>
<b>School Quality Status</b>																
<b>Target</b>	<b>47%</b>	<b>31%</b>	<b>41%</b>	<b>58%</b>	<b>42%</b>	<b>76%</b>	<b>39%</b>	<b>53%</b>	<b>39%</b>	<b>30%</b>	<b>27%</b>	<b>43%</b>	<b>50%</b>	<b>31%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>					<b>Yes</b>	<b>Yes</b>			<b>Yes</b>			
% Students Meeting CCMR	73%	43%	73%	70%	-	100%	-	100%	74%	59%	100%	67%	73%	86%		
# Students Meeting CCMR	241	3	204	23	-	7	-	4	168	33	14	2	235	6		
Total Students	330	7	279	33	-	7	-	4	228	56	14	3	323	7		
<b>Total Indicators</b>															<b>6</b>	<b>6</b>
<b>Participation 2020-21</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		

Texas Education Agency  
2022 Closing the Gaps  
DR KIRK LEWIS CAREER AND TECHNICAL H S (101917016) - PASADENA ISD - HARRIS COUNTY

\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>ELA/Reading</b>																
% Participation	96%	90%	96%	96%	-	100%	-	100%	96%	95%	98%	100%	96%	98%		
# Participants	831	27	723	54	-	22	-	5	692	199	56	7	753	78		
Total Tests	865	30	752	56	-	22	-	5	720	210	57	7	785	80		
<b>Mathematics</b>																
% Participation	99%	100%	98%	100%	-	100%	-	100%	98%	97%	100%	100%	99%	96%		
# Participants	361	9	319	17	-	12	-	4	305	72	22	1	318	43		
Total Tests	366	9	324	17	-	12	-	4	310	74	22	1	321	45		
<b>Participation 2021-22</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	100%	100%	100%	98%	-	100%	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	919	26	831	42	-	17	-	2	696	381	71	6	843	76		
Total Tests	921	26	832	43	-	17	-	2	698	382	71	6	845	76		
<b>Mathematics</b>																
% Participation	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	378	8	348	12	-	7	-	2	292	143	24	3	350	28		
Total Tests	379	8	349	12	-	7	-	2	293	143	24	3	351	28		

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

## APPENDIX - 2023-2024

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and</li> </ul>	TEC 11.253(d)	Executive Director of Curriculum and Instruction  District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:               <ul style="list-style-type: none"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources    Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs   Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor "Say Something" program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>• Statement that dating violence will not be tolerated.</li> <li>• Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>• Guidelines for students who are victims</li> </ul>	SB9  TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2alMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACelnPKankDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023



**Pasadena Independent School District**  
**Memorial High School**  
**2023-2024 Campus Improvement Plan**



# **Mission Statement**

The mission of Pasadena Memorial High School is to empower all students to achieve their highest academic and social/emotional potential within a safe learning environment. Through a collaborative commitment with all stakeholders, the Maverick experience will allow students to explore their interests and develop their unique talents and skills to become productive citizens and tomorrow's leaders.

## **Vision**

Our vision for all Mavericks is to prepare each individual for college, career, and citizenship by providing opportunities for leadership and excellence. Our school will make student-centered decisions by using data-driven practices. We will achieve our goals by maintaining a Maverick culture that exceeds all other high schools: a culture that is rooted in our community, our team, and our school spirit.

## **Federal Funds Compliance Statement**

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

<b>Ethnic Distribution:</b>								
African American	136	4.5%	7.7%	12.7%	136	4.5%	7.7%	12.7%
Hispanic	2,483	81.7%	83.2%	52.9%	2,492	81.7%	83.2%	52.9%
White	255	8.4%	5.3%	26.5%	255	8.4%	5.3%	26.5%
American Indian	4	0.1%	0.1%	0.3%	4	0.1%	0.1%	0.3%
Asian	138	4.5%	3.0%	4.7%	138	4.5%	3.0%	4.7%
Pacific Islander	2	0.1%	0.1%	0.2%	2	0.1%	0.1%	0.2%
Two or More Races	22	0.7%	0.7%	2.7%	22	0.7%	0.7%	2.7%
<b>Sex:</b>								
Female	1,515	49.8%	48.5%	48.9%	1,518	49.8%	48.5%	48.9%
Male	1,525	50.2%	51.5%	51.1%	1,531	50.2%	51.5%	51.1%
Economically Disadvantaged	2,113	69.5%	83.8%	60.3%	2,119	69.5%	83.7%	60.2%
Non-Educationally Disadvantaged	927	30.5%	16.2%	39.7%	930	30.5%	16.3%	39.8%
Section 504 Students	173	5.7%	5.8%	7.2%	173	5.7%	5.7%	7.2%
EB Students/EL	420	13.8%	30.0%	20.7%	420	13.8%	29.9%	20.6%
Students w/ Disciplinary Placements (2019-20)	78	2.3%	1.3%	1.2%				

## Demographics Strengths

Texas Education Agency  
2022 STAAR Performance  
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	83%	75%	83%	92%	*	91%	-	84%	82%	62%	70%	48%	100%	85%	74%
At Meets GL Standard or Above	65%	51%	64%	76%	*	84%	-	73%	62%	33%	45%	29%	81%	68%	52%
At Masters GL Standard	26%	16%	25%	29%	*	47%	-	34%	24%	11%	15%	10%	36%	27%	20%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	3,382	117	2,847	226	*	152	-	**	2,196	522	771	222	36	2,845	537
At Meets GL Standard or Above	2,653	80	2,213	186	*	141	-	**	1,664	278	490	137	29	2,275	378
At Masters GL Standard	1,050	25	859	72	*	79	-	**	636	91	167	46	13	906	144
Total Tests	4,052	156	3,436	246	*	167	-	**	2,693	838	1,099	466	36	3,329	723
<b>Participation</b>															
% participation 2020-21	95%	91%	95%	94%	20%	99%	*	96%	94%	92%	92%	91%	100%	95%	91%
% participation 2021-22	98%	95%	98%	97%	*	98%	-	100%	97%	98%	98%	97%	98%	98%	95%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	75%	67%	74%	85%	-	84%	-	71%	73%	42%	54%	32%	100%	77%	62%
At Meets GL Standard or Above	61%	48%	60%	72%	-	80%	-	65%	58%	20%	34%	17%	77%	64%	47%
At Masters GL Standard	13%	6%	12%	19%	-	32%	-	29%	11%	1%	4%	4%	15%	14%	8%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	1,264	44	1,063	83	-	62	-	12	828	156	260	67	13	1,079	185
At Meets GL Standard or Above	1,029	32	856	71	-	59	-	11	663	75	163	35	10	890	139
At Masters GL Standard	221	4	169	19	-	24	-	5	129	2	18	9	2	198	23
Total Tests	1,690	66	1,435	98	-	74	-	17	1,141	371	481	207	13	1,393	297
<b>Participation</b>															
% participation 2020-21	94%	91%	94%	95%	*	100%	*	93%	94%	93%	92%	93%	100%	95%	91%
% participation 2021-22	98%	94%	98%	95%	-	99%	-	100%	97%	98%	99%	98%	94%	98%	95%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	92%	88%	91%	98%	-	100%	-	86%	89%	87%	90%	63%	100%	93%	84%
At Meets GL Standard or Above	71%	67%	70%	75%	-	87%	-	57%	68%	64%	70%	46%	78%	74%	54%

At Meets GL Standard or Above	71%	62%	70%	73%	-	92%	-	97%	88%	84%	70%	40%	70%	74%	94%
At Masters GL Standard	36%	31%	37%	29%	-	48%	-	14%	38%	38%	45%	24%	56%	38%	29%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	679	23	573	51	-	25	-	6	437	110	166	48	9	565	114
At Meets GL Standard or Above	524	16	442	39	-	23	-	4	334	81	129	35	7	450	74
At Masters GL Standard	268	8	232	15	-	12	-	1	185	48	84	18	5	228	40

Texas Education Agency  
**2022 STAAR Performance**  
**PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Total Tests	742	26	631	52	-	25	-	7	489	127	185	76	9	606	136
<b>Participation</b>															
% participation 2020-21	96%	87%	96%	96%	-	100%	-	100%	96%	97%	96%	94%	*	97%	91%
% participation 2021-22	97%	97%	97%	98%	-	96%	-	100%	96%	95%	96%	95%	100%	99%	92%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	86%	77%	85%	98%	-	100%	-	91%	85%	71%	78%	57%	100%	88%	79%
At Meets GL Standard or Above	62%	40%	60%	81%	-	100%	-	82%	57%	29%	45%	28%	83%	65%	49%
At Masters GL Standard	22%	7%	20%	30%	-	57%	-	36%	19%	7%	11%	7%	42%	23%	16%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	735	23	627	46	-	28	-	10	501	131	199	59	12	600	135
At Meets GL Standard or Above	525	12	438	38	-	28	-	9	335	54	114	29	10	442	83
At Masters GL Standard	185	2	149	14	-	16	-	4	110	13	27	7	5	158	27
Total Tests	851	30	734	47	-	28	-	11	591	184	254	104	12	681	170
<b>Participation</b>															
% participation 2020-21	94%	93%	94%	98%	-	100%	-	*	94%	90%	90%	88%	*	95%	90%
% participation 2021-22	98%	95%	98%	95%	-	100%	-	100%	97%	97%	98%	97%	100%	99%	95%
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	92%	79%	92%	94%	*	93%	-	100%	91%	80%	82%	61%	*	93%	86%
At Meets GL Standard or Above	75%	59%	75%	78%	*	78%	-	89%	70%	44%	47%	48%	*	76%	68%
At Masters GL Standard	49%	32%	49%	49%	*	68%	-	56%	45%	18%	21%	15%	*	50%	45%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	704	27	584	46	*	37	-	**	430	125	146	48	*	601	103
At Meets GL Standard or Above	575	20	477	38	*	31	-	**	332	68	84	38	*	493	82
At Masters GL Standard	376	11	309	24	*	27	-	**	212	28	38	12	*	322	54
Total Tests	769	34	636	49	*	40	-	**	472	156	179	79	*	649	120
<b>Participation</b>															
% participation 2020-21	94%	94%	95%	90%	*	97%	-	*	93%	89%	89%	86%	100%	95%	91%

% participation 2020-21	97%	97%	99%	98%		97%	-	100%	99%	99%	99%	99%	100%	99%	97%
% participation 2021-22	98%	98%	98%	100%	*	98%	-	100%	97%	97%	97%	98%	*	98%	97%

Source: STAAR EOC Data

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The focus for Special Ed should be on Biology. **Root Cause:** With the rigor level of English we will encourage scaffolds to ensure mastery.

**Problem Statement 2:** We identified a struggling sub population of emerging bilinguals in the area of US History. **Root Cause:** Due to increased reading on STAAR EOC exams there may be a language gap for these students on this exam.

# Student Achievement

## Student Achievement Summary

Texas Education Agency  
2022 STAAR Performance

PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

### Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	1,690	742	851	769	4,052	
Approaches GL or Above	1,264	679	735	704	3,382	83%
Meets GL or Above	1,029	524	525	575	2,653	65%
Masters GL	221	268	185	376	1,050	26%
Total Percentage Points						174%
Component Score						58

## Student Achievement Strengths

Areas of strength include Algebra, English 1, and English 2. In all STAAR EOC subjects we outscored the district. In English II we underperformed the state average in English II.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** We noticed that we scored above the state average in all content areas except the English II STAAR EOC exam. **Root Cause:** Tough test that will be looked upon over time. Increased expectations and determination of rigor will be needed.



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

## Accountability Data

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

## 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

#### **Employee Data**

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 1:** Establish and provide extended learning opportunities.

## HB3 Goal

**Evaluation Data Sources:** Successful growth on the following measures:

PSAT, SAT, ACT results

TSIA Results

AP Exam Results





CBA Results

Passing Rates

EOC Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Special Ed students will be scheduled into regular education and support facilitation classrooms to provide optimal learning environments. <b>Strategy's Expected Result/Impact:</b> Progress Reports Semester Report Cards <b>Staff Responsible for Monitoring:</b> Counselors Special Education Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The SIOP instructional aides will assist in the ELL classroom and in the SIOP classrooms to provide academic support for the ELL students. <b>Strategy's Expected Result/Impact:</b> ELL student exit from ESL program. <b>Staff Responsible for Monitoring:</b> SIOP Facilitator	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> SIOP Peer facilitators will monitor instructional delivery, plan for the implementation of SIOP strategies, research instructional materials, and provide support to SIOP team teachers. <b>Strategy's Expected Result/Impact:</b> SIOP walk-through data, assessment data, ESL department leadership to staff <b>Staff Responsible for Monitoring:</b> SIOP facilitator  <b>Funding Sources:</b> - 263 - Title III A - Bilingual Education, Language - \$5,000	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> SIOP instructional strategies implemented in all core academic classes. <b>Strategy's Expected Result/Impact:</b> SIOP walk-throughs, assessment data, SIOP staff development delivered by appropriate staff. <b>Staff Responsible for Monitoring:</b> SIOP Facilitator  <b>Funding Sources:</b> - 263 - Title III A - Bilingual Education, Language - \$3,000	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide extended day services for students not mastering any EOC prior to each re-test administration. <b>Strategy's Expected Result/Impact:</b> EOC results Extended day attendance <b>Staff Responsible for Monitoring:</b> Department Chairs Campus Coaches  <b>Funding Sources:</b> - 289 - Title IV- Student Support & Academic Enrichm	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> The SIOP classrooms will provide an opportunity for more one-on-one teacher attention and academic intervention. <b>Strategy's Expected Result/Impact:</b> ELL student exit from program <b>Staff Responsible for Monitoring:</b> Administrative Staff SIOP Facilitator  <b>Funding Sources:</b> - 263 - Title III A - Bilingual Education, Language - \$5,968.56	Formative		
	Jan	Apr	June

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Provide all students after school EOC preparation opportunities. <b>Strategy's Expected Result/Impact:</b> EOC results <b>Staff Responsible for Monitoring:</b> Department Chairs Campus Coaches  <b>Funding Sources:</b> - 289 - Title IV- Student Support & Academic Enrichm - 206 Texas Hurricane Homeless Program	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Utilize MavTime for tutoring, enrichment, and intervention opportunities based on mastery of essential standards. <b>Strategy's Expected Result/Impact:</b> Greater mastery of standards <b>Staff Responsible for Monitoring:</b> Administrators Instructional Staff	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Provide a minimum of 90 minutes of tutorial time each week before, during, and after school for all students. <b>Strategy's Expected Result/Impact:</b> PSAT, SAT, ACT results AP Exam results CBA results STAAR results Passing Rates <b>Staff Responsible for Monitoring:</b> All teachers  <b>Funding Sources:</b> Staffing - Overtime - 199 - General Fund - \$8,129, Extra Duty Pay Teachers/ Support staff - 289 - Title IV- Student Support & Academic Enrichm - \$15,600, - Extended Day/Tutorial - \$11,160	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> PMHS will incorporate Tier 2 instructional tactics to ensure successful mastery through increased instructional time specifically for any student identified through HB 4545. This may include Saturday Mastery sessions, after school tutorials, etc. <b>Strategy's Expected Result/Impact:</b> Increased passing rate on STAAR EOCs <b>Staff Responsible for Monitoring:</b> Admin  <b>Funding Sources:</b> - 289 - Title IV- Student Support & Academic Enrichm	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 2:** All PMHS students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

**Evaluation Data Sources:** College Week involvement  
Participation at College Career Night  
College Visits  
AVID Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Facilitate and provide opportunities for department collaboration in math, science, social studies, and ELA to include analyzing, revising and evaluating instruction and assessments and to ensure that district scope and sequence is followed. <b>Strategy's Expected Result/Impact:</b> 90% mastery on TEKS Evauation of STAAR/EOC Data <b>Staff Responsible for Monitoring:</b> Department Chair Administration Campus Coaches  <b>Funding Sources:</b> Instructional Staffing/Instructional Resources - State Compensatory Funds - \$1,518,201	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide direct instruction in language acquisition to ELL students through a variety of instructional strategies. <b>Strategy's Expected Result/Impact:</b> 90% Mastery on TEKS Evaluation of STAAR/EOC Data <b>Staff Responsible for Monitoring:</b> SIOP Team	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Review lesson plans weekly to identify rigorous and relevant teaching strategies, scope and sequence alignment, lesson delivery, and assessments. <b>Strategy's Expected Result/Impact:</b> 90% Mastery on TEKS Evaluation of STAAR/EOC data <b>Staff Responsible for Monitoring:</b> Department CHair Administration Campus Coaches	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide implementation support of a variety of instructional strategies that focus on student engagement. <b>Strategy's Expected Result/Impact:</b> Walk-through data <b>Staff Responsible for Monitoring:</b> Administrators Campus Coaches  <b>Funding Sources:</b> - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implement strategies to ensure the vertical and horizontal instructional alignment across all curriculum areas and adherence to the district scope and sequence. <b>Strategy's Expected Result/Impact:</b> 90% Mastery on TEKS Evaluation of STAAR/EOC data <b>Staff Responsible for Monitoring:</b> Department Chair Campus Coaches Administration	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Teachers will meet at least once a week with other teachers in their common subject area as a professional learning community. The teams will focus on four areas of dialogue: What will we teach? How will we teach it? How will we know if students have learned the material? What will we do if students did not grasp the material or already know it? <b>Strategy's Expected Result/Impact:</b> New Teacher Survey Mentor Teacher Observation data Walk-Throughs <b>Staff Responsible for Monitoring:</b> Teachers Coaches Administration Mentor Teachers  <b>Funding Sources:</b> Curriculum Resources by Dept - 199 - General Fund - \$81,600	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Continue implementation of a variety of research-based writing strategies. <b>Strategy's Expected Result/Impact:</b> Walk-Through Data <b>Staff Responsible for Monitoring:</b> Administrators Campus Coaches	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			



**Goal 2: COLLEGE, CAREER, & MILITARY READY** - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





**Performance Objective 1:** PMHS students will annually receive information and guidance necessary to facilitate entry in post secondary education.

**HB3 Goal**

**Evaluation Data Sources:** Graduation plans, four year plans, class talks (Junior & Senior), counselor documentation, PMHS College Room usage, attendance at college fair, and post-secondary entrance success rate.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students enrolled in Principles Courses will complete a career exploration unit. <b>Strategy's Expected Result/Impact:</b> Career and college readiness data <b>Staff Responsible for Monitoring:</b> CTE Department Chair CTE Teachers Administration	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Special Education students will participate in a transition fair which will provide them with information about post-high school careers. <b>Strategy's Expected Result/Impact:</b> Special Education post-grad data <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Four Year Plans: Counselors will meet with each student a minimum of two times a year to discuss career goals. The program of study (four-year plan) will be reviewed and updated at each of these meetings. <b>Strategy's Expected Result/Impact:</b> Conference minutes, Graduation Plan <b>Staff Responsible for Monitoring:</b> Administrators Counselors  <b>Funding Sources:</b> Graduation Plan - 199 - General Fund - \$16,200	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Partnership with the San Jacinto COLlege shared planner will continue to guide students with college and career planning. <b>Strategy's Expected Result/Impact:</b> College acceptance data Student participation data <b>Staff Responsible for Monitoring:</b> Shared Planner	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Students will visit college campuses, attend college admission presentation, and be provided information regarding college scholarship opportunities. <b>Strategy's Expected Result/Impact:</b> Increased college applications and acceptance for students <b>Staff Responsible for Monitoring:</b> College Now COordinator	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Students will explore college admissions requirements with the help of AVID, Early College High School, and College Now Coordinator. <b>Strategy's Expected Result/Impact:</b> Student discipline referrals <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Every student will participate in "Class Talks" presented by College Now coordinator and counselors. Topics will include information regarding career exploration and readiness. <b>Strategy's Expected Result/Impact:</b> College and career readiness data. <b>Staff Responsible for Monitoring:</b> College Now coordinator Counselors	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Military recruiters will be welcomed to the campus to visit with students regarding military career opportunities. <b>Strategy's Expected Result/Impact:</b> Career and College readiness data <b>Staff Responsible for Monitoring:</b> Administration College Now Coordinator	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> SAT, TSIA, and PSAT prep sessions will be provided to students at no cost on campus. <b>Strategy's Expected Result/Impact:</b> SAT and PSAT scores Participation <b>Staff Responsible for Monitoring:</b> College Now Coordinator  <b>Funding Sources:</b> Testing - 199 - General Fund - \$4,800	Formative		
	Jan	Apr	June

Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> The College Now Coordinator will work with all students, staff, and parents to promote college and career readiness. <b>Strategy's Expected Result/Impact:</b> College acceptance data <b>Staff Responsible for Monitoring:</b> College Now Coordinator	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> The focus on college entrance exams will begin in all 9th, 10th, and 11th grade classrooms in addition to senior classrooms. <b>Strategy's Expected Result/Impact:</b> College Board Evaluation Data <b>Staff Responsible for Monitoring:</b> Administration College Now Coordinator  <b>Funding Sources:</b> - State Compensatory Funds - \$70,000	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Utilize the College Now Coordinator to provide additional support for student interest in college and career opportunities. <b>Strategy's Expected Result/Impact:</b> Student, parent, community, and staff surveys <b>Staff Responsible for Monitoring:</b> College Now Coordinator	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> All 9th, 10th, and 11th Grade students will take the PSAT. <b>Strategy's Expected Result/Impact:</b> College Board Evaluation Data <b>Staff Responsible for Monitoring:</b> Testing Coordinators College Now Coordinator	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 14 Details	Formative Reviews		
<b>Strategy 14:</b> Students will be given opportunities to visit colleges through College Now trips. <b>Strategy's Expected Result/Impact:</b> Student participation and college application data <b>Staff Responsible for Monitoring:</b> College Now	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 15 Details	Formative Reviews		
<b>Strategy 15:</b> Colleges and universities will be invited to visit with students during lunch to provide application information. <b>Strategy's Expected Result/Impact:</b> Student participation and college application data <b>Staff Responsible for Monitoring:</b> College Now Coordinator	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>			

**Goal 2: COLLEGE, CAREER, & MILITARY READY** - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

**Performance Objective 2:** Provide offerings to students in the Advanced Placement Programs

**HB3 Goal**

**Evaluation Data Sources:** Enrollment increase in advanced placement programs.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize appropriate intervention process prior to "leveling down" from an AP or Pre-AP course. <b>Staff Responsible for Monitoring:</b> Administration Counselors	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize the resources and personnel in the AVID program, counseling office, and teachers to encourage enrollment in Pre-AP and AP courses. <b>Strategy's Expected Result/Impact:</b> Increase enrollment in the AP program <b>Staff Responsible for Monitoring:</b> Administration Counselors Early College Staff  <b>Funding Sources:</b> - 199 - General Fund - \$10,913	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide accurate information to all students regarding the Pre-AP and the AP program during course registration in January and February. <b>Strategy's Expected Result/Impact:</b> NMSI participation Increased enrollment in Pre-AP and AP programs <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>Funding Sources:</b> - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June





Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Use AP indicator data to encourage enrollment in AP courses and/or Dual Credit <b>Staff Responsible for Monitoring:</b> Administration Counselors College Now Coordinator	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide implementation support in the use of Pre-AP, AP, and NMSI higher order thinking/writing strategies in all classrooms. Continue NMSI trainings as recommended. <b>Strategy's Expected Result/Impact:</b> Higher order thinking skills observed in walk-through data <b>Staff Responsible for Monitoring:</b> Administration Campus Coaches  <b>Funding Sources:</b> - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide review and study sessions prior to the AP test administration in May. <b>Strategy's Expected Result/Impact:</b> AP Exam Results Study session attendance <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

**Performance Objective 1:** PMHS will actively recruit highly qualified staff to deliver rigorous and relevant instruction to our students.

**Evaluation Data Sources:** Highly qualified compliance report, status report, campus personnel data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The administrative staff will give frequent public recognition to teachers who regularly provide rigorous, relevant instruction to our students. <b>Strategy's Expected Result/Impact:</b> Teacher survey <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> Staff Appreciation - 199 - General Fund - \$19,200	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Potential candidates will be screened by PISD administration and scored based on specific criteria. PMHS will view scores and discuss whether candidate meets the requirements for the job description. PMHS will recruit high qualified individuals in the area of ESL certification and other high need areas. <b>Strategy's Expected Result/Impact:</b> Applicant's qualifications District criteria <b>Staff Responsible for Monitoring:</b> Administration Human Resources	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> We will utilize state compensatory funds to employ highly qualified staff in the content areas, as well as support and content specialist positions. <b>Strategy's Expected Result/Impact:</b> Administration  <b>Funding Sources:</b> - State Compensatory Funds - \$35,500	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Potential candidates will be interviewed by a committee headed by the content area leadership team. A collaborative decision will be based upon the academic needs of the students served. <b>Strategy's Expected Result/Impact:</b> Hiring of highly qualified staff members <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> - 199 - General Fund	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Recruit highly qualified teachers for all content area subjects by attending job fairs and making college campus visits. <b>Strategy's Expected Result/Impact:</b> 90% Mastery on TEKS Evaluation of STAAR/EOC Data Increased ESL certified employment <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. <b>Strategy's Expected Result/Impact:</b> Applicant's qualifications District criteria <b>Staff Responsible for Monitoring:</b> Administrator	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.





**Performance Objective 2:** We will develop a highly qualified staff through focused training, based upon teacher dialogue, surveys, requests, and district initiatives.

**Evaluation Data Sources:** Staff participation  
 Staff development log  
 Walk-through data  
 Observations  
 Teacher survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Content team leaders will attend training on effective facilitation of team meetings. The training will focus on establishing norms, disaggregation of data, and tools for guiding dialogue. <b>Strategy's Expected Result/Impact:</b> Team minutes Team agendas Data gathered by administration attending the meetings <b>Staff Responsible for Monitoring:</b> Department Chairs Content Team Leaders Administration  <b>Funding Sources:</b> Substitutes - Principal Sub Pay - 199 - General Fund - \$6,100	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Regular training will be offered throughout the day during common planning time. The training will be relevant to the needs of the teachers as they prepare to serve our students. <b>Strategy's Expected Result/Impact:</b> Team training agenda Team training minutes Walk-throughs <b>Staff Responsible for Monitoring:</b> Department Chairs Team Leaders Campus Coaches  <b>Funding Sources:</b> Staff Development Resources - 199 - General Fund - \$6,000	Formative		
	Jan	Apr	June







Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All teachers will participate in staff development opportunities, coaching opportunities, data disaggregation, and school district initiatives. <b>Strategy's Expected Result/Impact:</b> 90% Mastery of TEKS Evaluation of STAAR/EOC Data <b>Staff Responsible for Monitoring:</b> Department Chair Campus Coach Administration  <b>Funding Sources:</b> - 289 - Title IV- Student Support & Academic Enrichm	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide training to all teachers on instructional strategies that meet the needs of all learners including gifted, limited English, proficient, dyslexic, and learning disabled. <b>Strategy's Expected Result/Impact:</b> 90% Mastery of TEKS Evaluation of STAAR/EOC data <b>Staff Responsible for Monitoring:</b> Principal Special programs Campus Coaches  <b>Funding Sources:</b> - State Compensatory Funds - \$25,000	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> We will develop high-quality veteran teachers who are new to our campus through a "buddy" program. <b>Strategy's Expected Result/Impact:</b> Teacher feedback and growth <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide instructional leadership training and networking resources to the administrative staff through conferences and membership in TASSP, ASCD, and other professional organizations. <b>Strategy's Expected Result/Impact:</b> 90% Mastery of TEKS Evaluation of STAAR/EOC Data <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> Dues - 199 - General Fund - \$6,000	Formative		
	Jan	Apr	June

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Teacher leaders will attend training and participate in external and internal instructional rounds. <b>Strategy's Expected Result/Impact:</b> Teacher feedback PLC Planning <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Jan	Apr	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>			

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

**Performance Objective 3:** Staff development opportunities will be created and designed for PMHS teachers to learn new ways in which to align current research based practices instructionally with the implementation of new technologies.

**Evaluation Data Sources:** Use of technology

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Technology Liaisons will offer monthly training opportunities to PMHS teachers to enhance their skills <b>Strategy's Expected Result/Impact:</b> Use of technology, Walk Through data <b>Staff Responsible for Monitoring:</b> Admin	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> PMHS Teachers will be encouraged to take E-courses and Webinars that will provide enrichment activities that incorporate technology into their classroom instruction. <b>Strategy's Expected Result/Impact:</b> E Course Data, Webinar Data <b>Staff Responsible for Monitoring:</b> Admin	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Campus Content Specialist for Instructional Technology will work with PLCs to incorporate technology into lessons and offer trainings to encourage incorporating technology. <b>Strategy's Expected Result/Impact:</b> Successful incorporation of technology into instruction. <b>Staff Responsible for Monitoring:</b> District Specialists  <b>Funding Sources:</b> Content Specialist Staffing - 255 - Title II A - Improving Teacher & Principal Q - \$115,478.80	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will be afforded opportunities to collaborate and calibrate lesson plans, assessments, and other instructional materials through applied professional development days. <b>Strategy's Expected Result/Impact:</b> Increased scores <b>Staff Responsible for Monitoring:</b> Content Specialists and Admin  <b>Funding Sources:</b> Substitutes - Extended Day/Tutorial - \$14,440	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

**Performance Objective 4:** We will retain highly qualified staff through the support of content teams, new teacher meetings, assigned mentors and buddies, coaching, walk-thoughts with mentor, and a commitment by the administrative staff to frequently recognize those who regularly provide help to the new faculty member.

**Evaluation Data Sources:** Walk throughs, feedback from coaches and mentors.





Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> We will develop high quality first year-teachers through a mentoring program. <b>Strategy's Expected Result/Impact:</b> Walk throughs, observations, Feedback from mentors <b>Staff Responsible for Monitoring:</b> Master mentors, admin  <b>Funding Sources:</b> - 199 - General Fund		Formative		
		Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 4: FAMILY & COMMUNITY ENGAGEMENT** - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

**Performance Objective 1:** We will ensure vital and ongoing relationships with our business and community partners

**Evaluation Data Sources:** Increase participation in events

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The PMHS staff will promote, encourage, and monitor student participation in school pride activities such as pep rallies, bonfire, tailgating, athletic events, fine arts concerts, and clubs <b>Strategy's Expected Result/Impact:</b> Student discipline referrals <b>Staff Responsible for Monitoring:</b> All staff  <b>Funding Sources:</b> Cheer and materials - 199 - General Fund - \$7,200	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> At-risk students will be encouraged to join PMHS clubs and organizations. <b>Strategy's Expected Result/Impact:</b> Program participation <b>Staff Responsible for Monitoring:</b> Teachers, counselors, APs  <b>Funding Sources:</b> - 21st CCLC Grant	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Involve parents by holding regular booster club meetings, parent informational meetings, and Open House nights. <b>Strategy's Expected Result/Impact:</b> Student, parent, community, and staff surveys <b>Staff Responsible for Monitoring:</b> Admin	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Build community support by involving students and parents in grades K-8 in high school activities. <b>Strategy's Expected Result/Impact:</b> Student, parent, community, and staff surveys <b>Staff Responsible for Monitoring:</b> Admin	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> PMHS and/or student organizations will host community events such as Tailgate, Back to school gbash, maverick march and bonfire, meet the team to encourage community involvement in the school <b>Strategy's Expected Result/Impact:</b> Community survey, increase participation <b>Staff Responsible for Monitoring:</b> Admin	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Assistant principals will be assigned to a grade level and remain with the grade level until the class has graduated to build relationships, ensure transitions each year and establish rapport with parents. <b>Strategy's Expected Result/Impact:</b> student, parent, community, and staff surveys <b>Staff Responsible for Monitoring:</b> Admin	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> PMHS students will participate in Veteran's Day activities <b>Strategy's Expected Result/Impact:</b> Student discipline referrals, community engagement <b>Staff Responsible for Monitoring:</b> Fine arts and social studies departments  <b>Funding Sources:</b> - 199 - General Fund	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Communicate regularly with parents and community by utilizing the district call-out system, "Remind", the school website, the marquee, social media and regular mailouts. <b>Strategy's Expected Result/Impact:</b> student, parent, community, and staff surveys <b>Staff Responsible for Monitoring:</b> Principal, Admin	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Students will be required to participate in 25 hours of community service each year to earn a cord for graduation <b>Strategy's Expected Result/Impact:</b> Community engagement, Discipline referrals <b>Staff Responsible for Monitoring:</b> Admin, Counselors	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 4: FAMILY & COMMUNITY ENGAGEMENT** - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





**Performance Objective 2:** PMHS faculty and students will increase community and business partnerships through community outreach initiatives.

**Evaluation Data Sources:** Growth in organization

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> PMHS will conduct parent conferences for students whose attendance rate needs improvement. <b>Strategy's Expected Result/Impact:</b> Attendance audits <b>Staff Responsible for Monitoring:</b> Counselors, Admin  <b>Funding Sources:</b> At Risk resources - 199 - General Fund - \$16,580	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> PMHS students will participate in community projects such as the Rodeo Parade, Breast Cancer awareness, Strawberry Festival, Texas Invitational Basketball Tournament, Race for the Cure, Walk for Sight, Autism Walk, and Relay for Life. <b>Strategy's Expected Result/Impact:</b> Student Discipline Referrals <b>Staff Responsible for Monitoring:</b> All staff\	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> PMHS students will participate in various activities to support community needs. <b>Strategy's Expected Result/Impact:</b> Student referrals <b>Staff Responsible for Monitoring:</b> Sponsors  <b>Funding Sources:</b> - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will monitor student attendance rates in the classroom and report any irregularities to the administration and attendance office. <b>Strategy's Expected Result/Impact:</b> Attendance audits <b>Staff Responsible for Monitoring:</b> All teachers and admin  <b>Funding Sources:</b> - 199 - General Fund	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Students will participate in class officer elections, student council elections, homecoming and other student leader activities. <b>Strategy's Expected Result/Impact:</b> student discipline referrals <b>Staff Responsible for Monitoring:</b> Admin  <b>Funding Sources:</b> - 199 - General Fund	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Leadership skills will be taught and nurtured through coordinated community service projects and business partnerships. <b>Strategy's Expected Result/Impact:</b> Student discipline referrals <b>Staff Responsible for Monitoring:</b> Organizations, Club Sponsors  <b>Funding Sources:</b> - 199 - General Fund	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> PISD student code of conduct will be made available to all students. The handbooks will be referred to for clarification and definition of appropriate student behaviors. <b>Strategy's Expected Result/Impact:</b> Discipline referrals <b>Staff Responsible for Monitoring:</b> Admin, Counselors, Teachers  <b>Funding Sources:</b> - 199 - General Fund	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Continue utilizing attendance committee for the purpose of reviewing the petitions for credit for those students who have extenuating circumstances. <b>Strategy's Expected Result/Impact:</b> Attendance audits and Attendance Clerks <b>Staff Responsible for Monitoring:</b> Admin  <b>Funding Sources:</b> - 199 - General Fund	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Teachers will maintain a tutoring log to accurately account for make-up time. <b>Staff Responsible for Monitoring:</b> Teachers	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>



Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Collaborate and communicate with the District Attorney and the truancy court judges to ensure parent and student compliance with state attendance laws. <b>Strategy's Expected Result/Impact:</b> Attendance Audits <b>Staff Responsible for Monitoring:</b> Truancy Clerk  <b>Funding Sources:</b> - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Communication to parents will be used to notify parents of student absences, failing grades, and other related instructional items. <b>Strategy's Expected Result/Impact:</b> Increased attendance, Increased grades <b>Staff Responsible for Monitoring:</b> School District, Admin, Paras  <b>Funding Sources:</b> District Communication Devices - 199 - General Fund - \$3,100, - Extended Day/Tutorial	Formative		
	Jan	Apr	June
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Conduct home visits to students who are disengaged and exhibiting at-risk behaviors. <b>Strategy's Expected Result/Impact:</b> student, parent, community, and staff surveys <b>Staff Responsible for Monitoring:</b> Admin	Formative		
	Jan	Apr	June
Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Provide saturday make-up sessions and/or tutorials for students who have not met the 90% attendance requirement rule for credit purposes <b>Strategy's Expected Result/Impact:</b> Attendance audits <b>Staff Responsible for Monitoring:</b> Admin  <b>Funding Sources:</b> - 199 - General Fund	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 1:** PMHS will encourage educational stakeholders participation in social emotional leadership opportunities.

**District Objective:**

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1





**Evaluation Data Sources:** Surveys and Discipline Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Educate students, teachers, parents and administrators about violence prevention and intervention through a concentrated focus on bullying, conflict resolution, suicide prevention and harassment. <b>Strategy's Expected Result/Impact:</b> Student, parent, community, and staff surveys <b>Staff Responsible for Monitoring:</b> Counselors, ADMIN	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will be represented by their peers on the Superintendent's Advisory Board, and the Principal's Advisory Board. <b>Strategy's Expected Result/Impact:</b> Student Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> - 199 - General Fund	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Student participation in clubs, organizations, and extra-curricular activities will be encouraged and monitored. <b>Strategy's Expected Result/Impact:</b> Student discipline referrals <b>Staff Responsible for Monitoring:</b> Organization Teacher Sponsors  <b>Funding Sources:</b> Equipment, staffing, other fees associated with organizations - 199 - General Fund - \$181,325	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 2:** PMHS will provide a safe and civil environment for all stakeholders.

**Evaluation Data Sources:** Student, parent, community, and staff surveys





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will wear school-issued ID badges at all times during the school day. <b>Strategy's Expected Result/Impact:</b> Student, parent, community, and staff surveys <b>Staff Responsible for Monitoring:</b> Admin  <b>Funding Sources:</b> - 199 - General Fund - \$5,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Be proactive by identifying potential problems before they escalate by reviewing data and actively monitoring behavior in the classrooms, hallways, and common areas. <b>Strategy's Expected Result/Impact:</b> Student, parent, community, and staff surveys <b>Staff Responsible for Monitoring:</b> All Staff	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Maintain the tardy sweep program. <b>Strategy's Expected Result/Impact:</b> student, parent, community, and staff surveys <b>Staff Responsible for Monitoring:</b> Admin	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> PMHS will participate in the safe school ambassador program. <b>Strategy's Expected Result/Impact:</b> Parent, student, staff surveys <b>Staff Responsible for Monitoring:</b> Admin, Safe and Civil	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 3:** PMHS will encourage, maintain, and nurture a socially and emotionally responsive learning environment.

**Evaluation Data Sources:** Student discipline reports.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Cooperative learning strategies will be implemented in all classrooms in order to promote positive student interactions <b>Strategy's Expected Result/Impact:</b> Student discipline referrals <b>Staff Responsible for Monitoring:</b> Admin, All teachers  <b>Funding Sources:</b> - 199 - General Fund	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Safe and Civil schools will be implemented for school-wide student behavior management strategies including recognizing, celebrating, and rewarding positive and productive student behaviors. <b>Strategy's Expected Result/Impact:</b> Student discipline referrals <b>Staff Responsible for Monitoring:</b> Admin, Staff	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> During extended discipline assignment researched restorative practices will be used to deter future misbehavior. <b>Strategy's Expected Result/Impact:</b> Student discipline referrals <b>Staff Responsible for Monitoring:</b> Admin	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Appropriate behavior will be maintained through counseling, positive role modeling, parent communication, and when necessary, disciplinary actions. <b>Strategy's Expected Result/Impact:</b> Student discipline referrals <b>Staff Responsible for Monitoring:</b> Admin, Counselors, All teachers  <b>Funding Sources:</b> AP Discretion Funds - 199 - General Fund - \$7,200	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> During homeroom and varied classroom time teachers will incorporate restorative practices. These practices are defined as restorative circles. <b>Strategy's Expected Result/Impact:</b> Counselors, Assistant Principals	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. <b>Strategy's Expected Result/Impact:</b> Reduced discipline referrals for Special Education students. <b>Staff Responsible for Monitoring:</b> Campus Admin	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Special Education Restraint - Strategy: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> To lessen behaviors to then lessen restraints but if a restraint is needed, for it to be dealt with appropriately and in compliance with state and local policies. <b>Staff Responsible for Monitoring:</b> Campus Admin, Special Education Teachers  <b>Targeted Support Strategy</b>	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6: ANCILLARY SERVICES** - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

**Performance Objective 1:** PMHS students will be provided with various options for obtaining course credits utilizing technologically based delivery systems including opportunities to earn college credit prior to graduating from high school.

**Evaluation Data Sources:** PMHS class credit documentation (Edgenuity, Etc.), Student surveys, technology delivery system reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students who do not meet the credit requirement to be promoted to the next grade level will be enrolled in Edgenuity credit grade/credit recovery program to regain credit. <b>Strategy's Expected Result/Impact:</b> Edgenuity Data <b>Staff Responsible for Monitoring:</b> Counselors, AP over Edgenuity  <b>Title I:</b> 2.4, 2.5 <b>Funding Sources:</b> - State Compensatory Funds - \$47,500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide the intervention necessary for those students who need support in the acquisition and maintenance of literacy skills. <b>Strategy's Expected Result/Impact:</b> 90% master on objectives <b>Staff Responsible for Monitoring:</b> DAIT	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide a tutorial bus to leave campus at 4:30 PM Wednesday for students who would not otherwise be able to stay after school because of transportation issues. <b>Strategy's Expected Result/Impact:</b> EOC Results, bus numbers <b>Staff Responsible for Monitoring:</b> Administrators  <b>Funding Sources:</b> Transportation - 289 - Title IV- Student Support & Academic Enrichm - \$9,591	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide regular access to technology for all students for the purpose of conducting research and to complete assignments needing technological support. <b>Strategy's Expected Result/Impact:</b> 90% mastery on TEKS, Evaluation of STAAR EOC data <b>Staff Responsible for Monitoring:</b> Lab Monitor  <b>Funding Sources:</b> - State Compensatory Funds - \$24,511	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> McKinney-Vento Homeless Assistance Act students will be identified and monitored to ensure academic success, access to vouchers and access to school lunch program. <b>Strategy's Expected Result/Impact:</b> Program Implementation Data <b>Staff Responsible for Monitoring:</b> Admin Team, Nurse, Counselors	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> PMHS will work directly with Community Evening School to provide flexible learning opportunities for students. <b>Strategy's Expected Result/Impact:</b> Graduation and completion rates, community evening school data <b>Staff Responsible for Monitoring:</b> Counselors and Administration	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Students will be monitored by grade level AP, counselor, homeroom teacher and teachers to ensure that the at-risk status does not result in non-completion of high school. <b>Strategy's Expected Result/Impact:</b> Report cards, grade data, and at-risk data <b>Staff Responsible for Monitoring:</b> Counselors, Teachers, Administrative Team  <b>Funding Sources:</b> - State Compensatory Funds - \$15,000	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Monitor at-risk students; Students will be coded at-risk according to the state criteria. <b>Strategy's Expected Result/Impact:</b> At-Risk List <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Jan	Apr	June

Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Students have access to the Edgenuity credit and grade recovery program. <b>Strategy's Expected Result/Impact:</b> Grade/credit recovery data <b>Staff Responsible for Monitoring:</b> Counselor, AP  <b>Funding Sources:</b> - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Students who do not meet the credit requirement to advance to the next grade level will be scheduled into a rollback homeroom for teachers and advisors to provide additional support for academics, attendance, and behavior.	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			







**Goal 6: ANCILLARY SERVICES** - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

**Performance Objective 2:** PMHS will actively incorporate appropriate technologies throughout the campus to support both instructional and administrative needs.

**Evaluation Data Sources:** Use of technology in the classrooms.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Infrastructure to allow wireless capabilities will be maintained and working across the campus to support 1:1. <b>Strategy's Expected Result/Impact:</b> Use of technology by students <b>Staff Responsible for Monitoring:</b> Admin  <b>Funding Sources:</b> - 411 - Technology Fund	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide time during the school day for all students to participate in a minimum of fifteen minutes of uninterrupted reading time through the Roxy and Renegade Reading Initiative. <b>Strategy's Expected Result/Impact:</b> Walk through data <b>Staff Responsible for Monitoring:</b> Librarians, 4th period teachers  <b>Funding Sources:</b> Library Technology/Resources - 199 - General Fund - \$24,300	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide graduation cords for students who have reached the annual goal of 3,000 pages at the end of each academic year. <b>Strategy's Expected Result/Impact:</b> Walk through data, <b>Staff Responsible for Monitoring:</b> Librarians, Literacy Team  <b>Funding Sources:</b> - 199 - General Fund - \$5,200	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Require students to record the number of pages read and keep track of the totals each six weeks in the Reading Tracker. <b>Strategy's Expected Result/Impact:</b> Walk-throughs <b>Staff Responsible for Monitoring:</b> Librarians, 4th period teachers  <b>Funding Sources:</b> - 199 - General Fund - \$5,200	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Students and teachers will have access to technology in the classroom. <b>Strategy's Expected Result/Impact:</b> Student use of technology <b>Staff Responsible for Monitoring:</b> Admin  <b>Funding Sources:</b> - 411 - Technology Fund	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> All students will be issued a tablet as a part of the district's 1:1 initiative <b>Strategy's Expected Result/Impact:</b> 100% technology use. <b>Staff Responsible for Monitoring:</b> Admin, technology staff  <b>Funding Sources:</b> - 411 - Technology Fund	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> The campus technology committee will regularly evaluate the success of 1:1 initiative implementation and will design a discipline policy for devices. <b>Strategy's Expected Result/Impact:</b> Implementation data <b>Staff Responsible for Monitoring:</b> Admin	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> District 1:1 technicians will provide support to students when repairs or replacements are needed on devices. <b>Strategy's Expected Result/Impact:</b> Repair data <b>Staff Responsible for Monitoring:</b> Admin, Technology staff  <b>Funding Sources:</b> - 411 - Technology Fund	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Student will be encouraged to participate in academic, athletic, and fine arts UIL activities. <b>Strategy's Expected Result/Impact:</b> Student discipline referrals <b>Staff Responsible for Monitoring:</b> All staff  <b>Funding Sources:</b> - 199 - General Fund	Formative		
	Jan	Apr	June

Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Students will be allowed to use their personal telecommunications devices in classrooms for educational purposes at the teacher's discretion. <b>Strategy's Expected Result/Impact:</b> Use of technology in the classroom <b>Staff Responsible for Monitoring:</b> Admin	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 6: ANCILLARY SERVICES** - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

**Performance Objective 3:** District will work with the district special education specialists and special programs to ensure that all needs of each student are being met, including 100% compliance with all federal and state requirements.

**Evaluation Data Sources:** ARD paperwork, case workers training, support/staff development delivered by PMHS special programs department leadership to staff, and assessment data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All referrals for special ed evaluations shall come from the campus intervention assistance team or the 504 committee. <b>Strategy's Expected Result/Impact:</b> IAT Committee Data <b>Staff Responsible for Monitoring:</b> Diagnosticians, AP, Counselor  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The overall IAT process will be explained to the parent and the IAT should schedule a meeting to consider the parent request. <b>Strategy's Expected Result/Impact:</b> IAT data, Parent survey <b>Staff Responsible for Monitoring:</b> Diagnostician, AP  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> A special education representative will be involved in the IAT or 504 committee process prior to making a special education referral. <b>Strategy's Expected Result/Impact:</b> IAT and 504 Data <b>Staff Responsible for Monitoring:</b> Diagnostician, AP, Counselor  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> If the IAT determines that an evaluation for special education is recommended, the evaluation specialist should begin the referral process. <b>Strategy's Expected Result/Impact:</b> Request for eval data <b>Staff Responsible for Monitoring:</b> Diagnostician  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Accessibility to Facilities - Home visits will be conducted if more information regarding a disability is needed. <b>Strategy's Expected Result/Impact:</b> Home visit inventory data <b>Staff Responsible for Monitoring:</b> Special education  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> PMHS will work collaboratively with the district special education office to document appropriate state assessment decision making process for student with disabilities by: 1 - Use of data form progress monitoring to make determinations regarding state assessment and ensure progress 2 - Ensure ARD document clearly delineates the need for STAAR Online or STAAR Paper. <b>Strategy's Expected Result/Impact:</b> ARD Minutes, review of state assessment page, assessment data <b>Staff Responsible for Monitoring:</b> ARD committee  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> School nurse will provide pregnancy related services including counseling, access to resources, Homebound services, and emergency care plan for teachers <b>Strategy's Expected Result/Impact:</b> Program Implementation Data <b>Staff Responsible for Monitoring:</b> Nurse, Counselors  <b>Funding Sources:</b> - 199 - General Fund - \$16,600	Formative		
	Jan	Apr	June





Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> State Assessment Decision Making Process PMHS will review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARED committee will be held as soon as possible, to discuss accelerated/intensive program of instruction. <b>Strategy's Expected Result/Impact:</b> ARD Committee minutes <b>Staff Responsible for Monitoring:</b> ARD Committee  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Personnel called upon to use restraint in an emergency and who have not received prior training will receive training within 30 school days following the use of restraint. <b>Strategy's Expected Result/Impact:</b> CPI Data <b>Staff Responsible for Monitoring:</b> Admin  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> If the IAT determines that an evaluation is not warranted, the campus principal and Executive Director of Special Education shall be notified. <b>Strategy's Expected Result/Impact:</b> Request for Evaluation data <b>Staff Responsible for Monitoring:</b> Diagnostician	Formative		
	Jan	Apr	June
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> During the staffing, the student's academic and behavior performance shall be reviewed. <b>Strategy's Expected Result/Impact:</b> Request for evaluation data <b>Staff Responsible for Monitoring:</b> 504 Chair	Formative		
	Jan	Apr	June
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Texas Behavior Support Initiative: A core team of personnel will be trained in the use of restraint and the team will include a campus administrator or designee and any general or special education personnel likely to use restraint. <b>Strategy's Expected Result/Impact:</b> Incident documentation <b>Staff Responsible for Monitoring:</b> Behavior team  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June

Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> The Executive Director of Special Education will review the information and consult with the campus principal if the decision is made that the school district will not grant the parent request for an evaluation for special education, a Notice of Refusal form must be completed and given to the parent along with a Notices of Procedural Safeguards. Prior to sending the Notice of Refusal form to the parent, the Executive Director of Special Education or designee must review and approve the form. <b>Strategy's Expected Result/Impact:</b> Special Ed. refusal documentation <b>Staff Responsible for Monitoring:</b> Diagnostician, Exec. Dir. Special Ed.  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 14 Details	Formative Reviews		
<b>Strategy 14:</b> Parent request for child receiving services: A staffing should include the 504 chair Evaluation specialist, teacher, and other appropriate staff members. <b>Strategy's Expected Result/Impact:</b> Request for evaluation data <b>Staff Responsible for Monitoring:</b> 504 Chair  <b>Funding Sources:</b> Aide staff members - 199 - General Fund - \$7,404	Formative		
	Jan	Apr	June
Strategy 15 Details	Formative Reviews		
<b>Strategy 15:</b> Special Education case managers will actively monitor student success gathering current and relevant data each three weeks. <b>Strategy's Expected Result/Impact:</b> Progress reports, six week grade checks, semester report cards <b>Staff Responsible for Monitoring:</b> Special education staff, case managers  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 16 Details	Formative Reviews		
<b>Strategy 16:</b> Interventions will provided regularly for special education students including before/after school tutorials, parent conferences, home visits, and referrals to attendance courts when needed. <b>Strategy's Expected Result/Impact:</b> Progress report, six week grade checks, semester grades <b>Staff Responsible for Monitoring:</b> Special Education staff  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June

Strategy 17 Details	Formative Reviews		
<b>Strategy 17:</b> Student course selection and the high school graduation plans of the EB students will be monitored by the SIOP facilitator and the school counselor to ensure successful high school completion. <b>Strategy's Expected Result/Impact:</b> EB student exit from ESL program <b>Staff Responsible for Monitoring:</b> Counselors, SIOP campus coach  <b>Funding Sources:</b> SIOP Teacher Staffing - 263 - Title III A - Bilingual Education, Language - \$149,686.74	Formative		
	Jan	Apr	June
Strategy 18 Details	Formative Reviews		
<b>Strategy 18:</b> Accessibility to Facilities - Classes will be reassigned, if necessary, for accessibility. <b>Strategy's Expected Result/Impact:</b> ARD meetings, special services data, monitoring individual needs <b>Staff Responsible for Monitoring:</b> Admin  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 19 Details	Formative Reviews		
<b>Strategy 19:</b> Accessibility to Facilities - Aides will be assigned to qualified individuals with disabilities <b>Strategy's Expected Result/Impact:</b> ARD, Student needs assessment, monitoring of aides <b>Staff Responsible for Monitoring:</b> Admin  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 20 Details	Formative Reviews		
<b>Strategy 20:</b> Transition services; Transition will be addressed prior to students 16th birthday. Issues to address will be transition assessments, post secondary goals and any other issues pertinent to successful transition. <b>Strategy's Expected Result/Impact:</b> Transition assessment data, graduation plan <b>Staff Responsible for Monitoring:</b> Counselor, ARD committee  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 21 Details	Formative Reviews		
<b>Strategy 21:</b> If the staffing team determines that an evaluation for special ed is recommended, the Evaluation Specialist will begin the referral process. <b>Strategy's Expected Result/Impact:</b> Request for evaluation data <b>Staff Responsible for Monitoring:</b> Diagnostician  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June







Strategy 22 Details	Formative Reviews		
<b>Strategy 22:</b> The SIOP campus coach will monitor grades, attendance, and discipline of all EB students and make referrals to the IAT as needed <b>Strategy's Expected Result/Impact:</b> EB student exit from ESL program <b>Staff Responsible for Monitoring:</b> SIOP Campus Coach  <b>Funding Sources:</b> LUCHA Aide - 263 - Title III A - Bilingual Education, Language - \$32,158.15, Supplemental Funds - 263 - Title III A - Bilingual Education, Language - \$5,243.49	Formative		
	Jan	Apr	June
Strategy 23 Details	Formative Reviews		
<b>Strategy 23:</b> The school shall operate each program, service, or activity so that when viewed in its entirety, it is readily accessible to and usable by individuals with disabilities. - Students on the second floor of the building will be met at their classroom by evacuation teachers. - These teachers will delegate authority over their classes to the teachers located in their immediate vicinity and proceed to the disabled student's classroom. - For students not in wheel chairs, please proceed down the closest designated stairwell according to the fire evacuation maps located throughout the building. - Evacuation chairs will be utilized for students in wheelchairs who are unable to be evacuated safely downstairs by the teachers noted above. - In the event of evacuation chair use, Administrators will meet students and teachers at room 055; the evacuation chair location. - The assembly point for individuals needing assistance will be with the school clinic personnel in the front of the school when conditions permit. - Teacher with physically disabled students, or those in wheelchairs who are unaccounted for, will immediately notify the administrator in charge of the evacuation sector upon taking attendance outside. - In the event that access to the evacuation chair is blocked, teachers and administrators will use all physical means necessary to evacuate students from the building in a life threatening situation. <b>Strategy's Expected Result/Impact:</b> ARD paperwork, case workers training, support/staff development delivered by PMHS Special Programs Department Leadership to staff, and assessment data <b>Staff Responsible for Monitoring:</b> Admin team, Special education case managers and department head  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 24 Details	Formative Reviews		
<b>Strategy 24:</b> During the IAT meeting, the student's academic and behavior performance should be reviewed. <b>Strategy's Expected Result/Impact:</b> Report cards, IAT Records, Discipline Records <b>Staff Responsible for Monitoring:</b> Diagnostician, Admin  <b>Funding Sources:</b> - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June

Strategy 25 Details	Formative Reviews		
<b>Strategy 25:</b> Provide training and necessary foreign language materials for all teachers working with EB students <b>Strategy's Expected Result/Impact:</b> 90 Master on TEKS <b>Staff Responsible for Monitoring:</b> SIOP Campus Coach  <b>Funding Sources:</b> SIOP Campus Coach Staffing - 263 - Title III A - Bilingual Education, Language - \$84,870.32	Formative		
	Jan	Apr	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>			

**Goal 6: ANCILLARY SERVICES** - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

**Performance Objective 4:** PMHS will work with different resources for the upkeep of the campus.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> PMHS will work with custodial services to maintain a clean campus.  <b>Funding Sources:</b> - 199 - General Fund - \$41,500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> PMHS will work with maintenance and technology to maintain a safe and clean campus. <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> Principal Resources - 199 - General Fund - \$22,615	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> PMHS will work with outside organizations to maintain the campus.  <b>Funding Sources:</b> Plants, Auditorium, Contingency - 199 - General Fund - \$11,600	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Targeted Support Strategies

Goal	Objective	Strategy	Description
5	3	7	Special Education Restraint - Strategy: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.

# State Compensatory

## Budget for Memorial High School

**Total SCE Funds:** \$1,785,027.00

**Total FTEs Funded by SCE:** 22

### Brief Description of SCE Services and/or Programs

We will employ and develop highly qualified teachers to maintain a strong core instruction. We will also incorporate intervention strategies including Saturday mastery sessions and in school intervention possibilities to ensure remediation and success on future exams.

## Personnel for Memorial High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ackerman, Kevin C	HS Math Teacher (Comp Ed)	1
Alaniz, Faviola Isabel	HS ESL Teacher	1
Anderson, Sean Patrick	HS Chemistry Teacher	1
Brauneis, Amy Michelle	HS English Teacher (Comp Ed)	1
Byrd, Kim Thoa Nguyen	HS Math Teacher (Comp Ed)	1
Caudillo, Rene G	HS History Teacher (Comp Ed)	1
Garrett, Holly Louise	HS English Teacher (Comp Ed)	1
Garza, Sulma Elizabeth	HS IPC Teacher (Comp Ed)	1
Gonzalez, Gabriella	HS Math Teacher (Comp Ed)	1
Hypolite, Darius Larenz	HS Geography Teacher (Comp Ed)	1
Kuebler, Erica Nicole	HS History Teacher (Comp Ed)	1
Latouche, Michael Dignes	HS History Teacher (Comp Ed)	1
Mccarthy, Maureen Louise	HS English Teacher (Comp Ed)	1
Mcgough, John M	HS History Teacher (Comp Ed)	1
Montoya-Silva, Juanita Marie	Campus Content Spec HS - ELA	1
Powell, Deborah Sue	HS English Teacher (Comp Ed)	1
Shak, Michael John	HS History Teacher (Comp Ed)	1
Shelton, Jason William	Campus Content Spec HS - SS	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Shelton, Melanie Clair	HS History Teacher (Comp Ed)	1
Taylor, Karen Lynn	Lang Arts Comp Aide Sec	1
Wellborn, Ashley Louise Poloha	Campus Content Spec HS - SCIEN	1
Williams, Haylee Breeann	HS Math Teacher (Comp Ed)	1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Staffing - Overtime		\$8,129.00
1	2	6	Curriculum Resources by Dept		\$81,600.00
2	1	3	Graduation Plan		\$16,200.00
2	1	6			\$0.00
2	1	9	Testing		\$4,800.00
2	2	2			\$10,913.00
3	1	1	Staff Appreciation		\$19,200.00
3	1	4			\$0.00
3	2	1	Substitutes - Principal Sub Pay		\$6,100.00
3	2	2	Staff Development Resources		\$6,000.00
3	2	6	Dues		\$6,000.00
3	4	1			\$0.00
4	1	1	Cheer and materials		\$7,200.00
4	1	7			\$0.00
4	2	1	At Risk resources		\$16,580.00
4	2	3			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	2	6			\$0.00
4	2	7			\$0.00
4	2	8			\$0.00
4	2	10			\$0.00
4	2	11	District Communication Devices		\$3,100.00
4	2	13			\$0.00
5	1	2			\$0.00
5	1	3	Equipment, staffing, other fees associated with organizations		\$181,325.00

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$5,000.00
5	3	1			\$0.00
5	3	4	AP Discretion Funds		\$7,200.00
6	1	9			\$0.00
6	2	2	Library Technology/Resources		\$24,300.00
6	2	3			\$5,200.00
6	2	4			\$5,200.00
6	2	9			\$0.00
6	3	7			\$16,600.00
6	3	14	Aide staff members		\$7,404.00
6	4	1			\$41,500.00
6	4	2	Principal Resources		\$22,615.00
6	4	3	Plants, Auditorium, Contingency		\$11,600.00
Sub-Total					\$513,766.00
Budgeted Fund Source Amount					\$513,766.00
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$5,000.00
1	1	4			\$3,000.00
1	1	6			\$5,968.56
6	3	17	SIOP Teacher Staffing		\$149,686.74
6	3	22	LUCHA Aide		\$32,158.15
6	3	22	Supplemental Funds		\$5,243.49
6	3	25	SIOP Campus Coach Staffing		\$84,870.32
Sub-Total					\$285,927.26
Budgeted Fund Source Amount					\$285,927.26
+/- Difference					\$0.00



State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Staffing/Instructional Resources		\$1,518,201.00
2	1	11			\$70,000.00
3	1	3			\$35,500.00
3	2	4			\$25,000.00
6	1	1			\$47,500.00
6	1	4			\$24,511.00
6	1	7			\$15,000.00
Sub-Total					\$1,735,712.00
Budgeted Fund Source Amount					\$1,735,712.00
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	3	Content Specialist Staffing		\$115,478.80
Sub-Total					\$115,478.80
Budgeted Fund Source Amount					\$115,478.80
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$11,160.00
3	3	4	Substitutes		\$14,440.00
4	2	11			\$0.00
Sub-Total					\$25,600.00
Budgeted Fund Source Amount					\$25,600.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,676,484.06
Grand Total Spent					\$2,676,484.06
+/- Difference					\$0.00

# Addendums

## APPENDIX - 2022-2023

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy.</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and</li> </ul>	TEC 11.253(d)	Executive Director of Curriculum and Instruction  District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>September 20, 2022</li> <li>November 15, 2022</li> <li>February 7, 2023</li> <li>April 4, 2023</li> </ul>

<p>objectives (including PE minutes, lunch schedules and recess).</p> <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<p><b>3. DAEP Requirements</b></p> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	<p>TEC 37.008 TAC 19 103.1201(b)  Board Policy FOCA(Legal)</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.</p>	<p>May 2023</p>
<p><b>4. District's Decision-Making and Planning Policies</b></p> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	<p>TEC 11.252(d)</p>	<p>Executive Cabinet</p>	<p>PISD will follow Board Policy BQ and BQA.</p>	<p>November 30, 2022</p>
<p><b>5. Dropout Prevention</b></p>	<p>TEC 11.252</p>	<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy EHBC</p>	<p>May 2023</p>
<p><b>6. Dyslexia Treatment Programs</b></p> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	<p>TEC 11.252(a)(3)(B)</p>	<p>Executive Director of Curriculum and Instruction</p>	<p>PISD will follow Board Policy EHB, EHBC, and EKB.</p>	<p>February 2023</p>
<p><b>7. Migrant Plan (Title I, Part C)</b></p> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parental Involvement</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> </ul>	<p>P.L. 107-110, Section 1415(b)  ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2023</p>

<ul style="list-style-type: none"> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>				
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>	TEC 11.252(4)  TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction  Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>• Strategies and activities to ensuring the campus and district is making progress</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

<p>toward having all classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> <li>Ensuring that teachers are receiving high-quality professional development</li> <li>Attracting and retaining certified, highly effective teachers</li> </ul>				
<b>11. Sexual Abuse and Maltreatment of Children</b>	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Associate Superintendent of Human Resources</p> <p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.</p>	<p>May 2023</p>
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b> <ul style="list-style-type: none"> <li>District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p>	<p>Associate Superintendent of Special Programs</p> <p>Associate Superintendent of Human Resources</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.</p>	<p>SHAC Meeting Dates:</p> <ul style="list-style-type: none"> <li>September 20, 2022</li> <li>November 15, 2022</li> <li>February 7, 2023</li> <li>April 4, 2023</li> </ul> <p>Compliance Trainings completed within first six-weeks of school</p>
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing</li> </ul>	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p>	<p>Associate Superintendent of Special Programs</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.</p> <p>Monitor "Say Something" program.</p>	<p>May 2023</p> <p>Compliance Trainings completed within first six-weeks of school</p>

<ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul>	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	<p>TEC 21.451(d)(2)  TEC 37.0021  TAC 89.1053</p>	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D)  TEC 28.001</p>	<p>Deputy Superintendent for Academic Achievement</p> <p>Associate Superintendent of Business and Technology</p>	PISD will follow the Campus Technology Access Plan.	May 2023
<p><b>16. Dating Violence</b></p> <ul style="list-style-type: none"> <li>● Statement that dating violence will not be tolerated.</li> <li>● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>● Guidelines for students who are victims</li> </ul>	<p>SB9  TEC 28.004</p>	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

**Pasadena Independent School District**  
**Pasadena High School**  
**2023-2024 Campus Improvement Plan**





# Mission Statement

The purpose of Pasadena High School is to provide a nurturing, respectful environment that instills our students with the confidence and skills necessary to meet the challenges of an ever-changing world and to become valuable member of a global community.

## Vision

“Home of the Mighty Eagles: Where All Students Learn and Experience Success!”

“The Only Way is the Mighty Eagle Way: Courage, Responsibility, and Respect”

## Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

During the 22-23 school year, PHS's campus leadership team met to discuss the previous years data to identify the needs to this present school year.

The stakeholders involved were the administrators, campus content specialists, and department leads.

The approach that PHS took was to utilize the Campus Need Assessment Data Analysis form in order to set the goal, problem statement, root causes, data-based goal statement and brainstorm strategies in order to reach the goals.

During the next CLT, we will address data that supports the goals that we set at the start of the year.

# Demographics

## Demographics Summary

Pasadena High School (PHS) is an urban school located in Pasadena, TX (South East Houston Metro Area). It is one of 6 comprehensive high schools in the Pasadena Independent School District (PISD). PHS is located near the Port of Houston and is surrounded by the Petro-chemical Industry. Major local industry serve six economic clusters defined for Texas: (1) advanced manufacturing and technology, (2) aerospace and defense, (3) biotechnology and life science, (4) energy, (5) information technology, and (6) petroleum refining and chemical products. The PHS school community is a community of hard working families (blue-collar) with a large number whose annual income is below the poverty line. PHS serves a large number of immigrant families, primarily of Hispanic origin, with Spanish being the primary home language.

PHS serves approximately 2,300 students who live in twelve zip codes of Pasadena, TX. The demographic breakdown is as follows: 95% Hispanic, 3% White, 1% African American and 1% other. Of the 2,300 student body, 17% are considered English Language Learners, 9% receive Special Education services, and 90.09% receive Free or Reduced Lunch.

## Demographics Strengths

Although our students are categorized as economically disadvantaged, our students perform on level and in some areas above their sister schools.

## Student Achievement

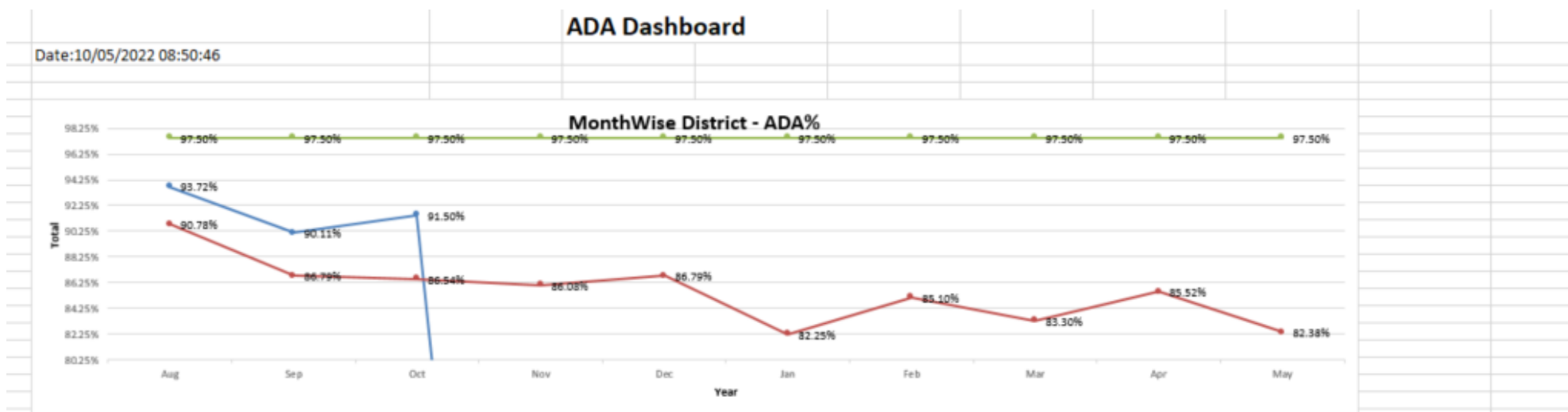
### Student Achievement Summary

**For the 2021-2022 Pasadena High School saw gains in all subject areas. Students are producing at levels that are significantly higher than pre-COVID. We expect for the 22-23 school year for students to continuously grow in the area of academics.**

PASADENA HS								
** Retesters Not Included								
Percent Approaches Grade Level								
First Administrations								
	2017	2018	2019	2020	2021	2022**	CHN	
ELA I	60	64	66	COVID	54	56	2	
ELA II	58	66	67	COVID	60	70	10	
Algebra I	84	84	95	COVID	79	87	8	
Biology	86	91	92	COVID	77	85	8	
US History	95	97	96	COVID	84	93	9	
Percent Meets Grade Level								
First Administrations								
	2017	2018	2019	2020	2021	2022**	CHN	
ELA I	42	43	46	COVID	37	42	5	
ELA II	39	49	44	COVID	46	53	7	
Algebra I	44	51	78	COVID	40	53	13	
Biology	55	65	67	COVID	49	60	11	
US History	69	71	73	COVID	55	64	9	

PASADENA HS								
Percent Masters Grade Level								
First Administrations								
	2017	2018	2019	2020	2021	2022**	CHN	
ELA I	5	5	4	COVID	5	5	0	
ELA II	2	4	3	COVID	4	4	0	
Algebra I	19	28	44	COVID	15	32	17	
Biology	18	24	16	COVID	12	16	4	
US History	31	30	38	COVID	27	29	2	

Increasing attendance is a top priority for PHS. Our goal is to increase attendance by 3-6% for the 22-23 school year. The attendance rate for the 2021-2022 school year was significantly lower than before the pandemic. The hope is that for the 2022-2023 school year is that we can increase the number of students that are here on the daily so that they receive the tier 1 instruction that teachers work so hard to plan for.



Year	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
2022-2023	93.72%	90.11%	91.50%						
2021-2022	90.78%	86.79%	86.54%	86.08%	86.79%	82.25%	85.10%	83.30%	85.10%
Target ADA	97.50%	97.50%	97.50%	97.50%	97.50%	97.50%	97.50%	97.50%	97.50%

ADA as of today	Total
ADA Percentage on 10/04/2022	91.50%
ADA Percentage Last Year on 10/04/2021	87.48%
To-Date Missed Revenue	\$229,880.00
To-Date Missed Revenue (Un-Excused)	\$170,835.00
To-Date Missed Revenue (Excused)	\$59,045.00
Suspended Students	0
Absences due to Suspensions	0
Missed ADA due to Suspensions	\$0.00
Total Enrollment (Active + InActive)	2,252
Yesterday's Enrollment	2,216

Month	ADA	Status
August	93.72%	
September	90.11%	↓
October	91.50%	↑
November		
December		
January		
February		
March		
April		
May		
June		
July		

## Student Achievement Strengths

The strengths from the 2021-2022 school year were:

- English 2 EOC. They grew two digit gains in Approaches Level.
- Alg 1 and Biology grew double digit gains in the Meets level.
- Alg 1 grew in double digit gains in the Masters level.

Algebra held on to its distinction in the 2021-2022 accountability system.

All groups are achieving at levels pre-pandemic.

More than 82.78% of students were here on campus on average.

The Freshmen class had the greatest attendance for the 21-22 school year.

Our goal for the 22-23 school year is to oncrease the attendance average by 5%.

#### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** The attendance rate at PHS across all grade levels will increase by 3% for an overall rating of 90% or higher. **Root Cause:** PHS has set clear attendance expectations; conducted needed conversations with students to speak about why they were not on campus; Focused on educating the parents on how to track their students on skyward; Truancy systems are on track for the school year in order for PHS to combat the issue of students leaving campus and lack of consequences; Engaging lessons & build relationships.

**Problem Statement 2 (Prioritized):** E 1 and E2 - While we increased in all three scoring categories and had a 30% gain in EB achievement, we still need to make gains with our SPED population who had a 20% gain. **Root Cause:** Attendance at intervention opportunities Give students enrichment opportunities Effective support for special populations

**Problem Statement 3 (Prioritized):** Biology - Our sub populations are scoring lower than our overall population by 10-30%. **Root Cause:** Attendance Level of sped that must assess Novice Teachers

**Problem Statement 4 (Prioritized):** PHS Algebra I SPED EOC passing rate increased with overall passing but the gap remained the sam **Root Cause:** SPED Support not effective EB support absent Strategies used in classroom PLC/RTI

**Problem Statement 5:** Social Studies - SPED students performance gap is more than 10% at approaches level. **Root Cause:** Student Engagement during instruction Eagle Time Tier 1/2/3 Instruction Instructional Strategies Instructional Scope Teacher knowledge of content Lesson Delivery

**Problem Statement 6 (Prioritized):** A decrease in students leveling up in each domain and a drop across composite scores. **Root Cause:** Attendance Information shared with teachers in regards to TELPAS can be more thorough Student Motivation Informing students of the TELPAS process and how to exit. Student motivation Testing strategies Informing students of ESL exit criteria

**Problem Statement 7:** CCMR increased for the 22-23 school year, continued growth is needed to meet requirements for the 23-24 school year. **Root Cause:** Attendance Students are prepared for cert exams Students understand the importance of benefit of getting an industry standard

**Problem Statement 8:** Closing the achievenment Gap due to the COVID pandemic. **Root Cause:** Due to the COVID pandemic students are not performing at the normal levels before their gap in learning. It is a priority at PHS to close the gaps and constantly intervene.



# School Culture and Climate

## School Culture and Climate Summary

PHS is a unique place where a team of educators have come together to set high standards for student achievement and behavior while maintaining a warm and nurturing learning climate. Our purpose is to provide a nurturing, respectful environment that instills our students with the confidence and skills necessary to meet the challenges of an ever-changing world and to become valued members of a global community.

### Our vision

"Home of the Mighty Eagles: Where all students learn and experience success!"

### Our Motto

The Mighty Eagle Way: Courage, Responsibility and Respect!

### Our Mission

Our purpose at PHS is to provide a nurturing, respectful environment that instills our students with the confidence and skills necessary to meet the challenges of an ever-changing world and to become valued members of a global community.

Eagle Traditions are found throughout the campus and the city of Pasadena. Our traditions are rich and begin with the wonderful student body, distinguished alumni, and outstanding faculty and staff. Our history of traditions and excellence range from the traditional various parts of the "Friday Night Lights" when the Fighting Eagle Football team takes the field, to the Arts, and Academics. Our traditions date back to 1924 and the first graduation class of only 8 students whose school house was described as a "chicken-shack." Today, the school has gone from a one room 'chicken-shack' to a campus of approximately 2,300 students in 2020-2021 across 6 campus separate buildings, not including our Early College Students attending classes at San Jacinto College. Although the community has gone through many challenges and changes over this time, the traditions and the pride of Pasadena have stayed true through the 99<sup>th</sup> graduation class of 2022 and continues today.

Our campus has a strong Campus Leadership Team (CLT), Safe and Civil School Committee (SACSC), and the recent establishment of our Site-Based Decision Making Committee, have diverse representation of teachers and administrators working collaboratively. Through our CLT, we have established a continuous improvement plan for Academic Success, Relationships, and Transitions. Through SACSC we have brought about many changes to assist in maintaining a safe and positive environment within our school. These are examples of shared and distributive leadership that aim at building capacity, creating common vision and language for our campus through input and ownership. These teams are given opportunities to meet throughout the year for training and planning purposes. Both teams provide feedback to their departments, discuss and share data, look at strengths and weaknesses, as well as what's working and what needs to change.

The administration, faculty, and staff of PHS are focused on student success and share a passionate commitment to helping all students learn...regardless of the obstacle that may make it difficult. They implement this passion by insuring that every child experiences success in all areas. The cornerstone of our success is a strong belief in building relationships with our students, parents, and community. Our students know that our teachers, administrators, and staff care deeply

about them and work hard for them. We have created a climate and culture where keep the main thing the main thing, “All Students Learning and Experiencing Success!” At PHS we have helped our students believe in themselves and begin their own journey of continuous improvement, while staying true to the history and traditions that make PHS a special place. It is a matter of pride, and we carry it everywhere we go, year after year, and from generation to generation.

### **School Culture and Climate Strengths**

At PHS we honor and respect our teachers, staff, and students. We understand the importance of the human element on our campus. If the teachers are equipped with what they need in the classroom, then the students will ultimately be successful in their academics.

The climate of PHS is that we believe in "one team, one goal" and we are family orientated. We look to one another when we need assistance. Each Principal is dedicated to their department and check in with them daily to ensure we have a pulse on what is not only going on academically in their classrooms, but what is happening in their personal lives. If the teachers have a sense of security, then they are able to have other necessary needs met.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** The attendance rate at PHS across all grade levels will increase by 3% for an overall rating of 90% or higher. **Root Cause:** PHS has set clear attendance expectations; conducted needed conversations with students to speak about why they were not on campus; Focused on educating the parents on how to track their students on skyward; Truancy systems are on track for the school year in order for PHS to combat the issue of students leaving campus and lack of consequences; Engaging lessons & build relationships.

**Problem Statement 2:** CCMR increased for the 22-23 school year, continued growth is needed to meet requirements for the 23-24 school year. **Root Cause:** Attendance Students are prepared for cert exams Students understand the importance of benefit of getting an industry standard

**Problem Statement 3:** Personalized Learning - By the end of the school year we expect to see an increase of 5% in Algebra I and Biology STAAR mastery categories. **Root Cause:** Scaffolding (Questions, Manipulatives, Word Walls, etc.) Staff Professional Development Identifying student needs early and creating action plans

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

During the summer of 2022, the administrative staff hired 26 new teachers and 6 new paraprofessionals. The teacher retention rate increased by 19%, compared to the 21-22 school year. These new teacher/para positions were due to many teachers retiring, moving closer to their homes because of gas prices, and or promotions within the district. PHS has taken a forward stance to ensure that we retain highly qualified teachers. Even though we are starting the year with classroom facilitators, we are ensuring that we train and retain these teachers so that they can become certified before the school year is over and we are able to retain them for years to come.

21-22 past year, PHS experienced a higher than normal turnover in professional staff. The campus hired 2 assistant principals, 2 content specialists, 1 nurse, 1 testing coordinator, 32 teachers, and 15 paraprofessionals. Of that staff, 7 were retirements. This higher than normal turnover is typical of campuses all across the country. However, it still can be highlighted as an area of concern for the campus.

### Staff Quality, Recruitment, and Retention Strengths

PHS promises to train new teachers and ensure they have a quality mentorship.

PHS promises to push teachers to continuously grow.

PHS promises to support teachers professional growth.

PHS promises to ensure teachers needs are met.

PHS promises to make sure that we empower teachers to succeed.

PHS promises to provide teachers with support.

PHS promises to support teacher wellbeing.

PHS promises to promote teacher engagement by giving them a voice, recognizing contributions, and building self-efficacy and autonomy.

PHS promises to not overload teachers with mundane, unimportant task that are irrelevant to the growth of their students.

## **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** There are 15 classroom facilitators for the 2022-2023 school year. The goal is to retain at least 13 of the 15 teachers and to help them become certified. **Root Cause:** Many teachers do not have their certification, but they all hold a bachelors degree. They are beginning their first year of teaching along with completing an alternative teaching program. They are responsible for all duties as a certified teacher and sometimes it causes burnout.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Foundation Learning

The PHS faculty and administration are devoted to the student body. Our staff believes in doing what is right for kids, especially when what is right means overcoming challenges through hard work and dedication. During the COVID-19 pandemic for the last 2.5 years, we have experienced dramatic changes in staff, instructional practices, and leadership. Although the process has been arduous, our staff has emerged with a renewed sense of empowerment to build an even stronger, more successful high school for our students. Our goal is for students to thrive in the revitalized climate, culture, and more rigorous instructional program at PHS.

As a campus leadership team, we have made a commitment to ensure that student learning and success are the main focus and driving force behind what we do on a daily basis. We are committed to providing instructional leadership for our campus rather than acting simply as managers and enforcers of discipline, policy and procedure. As instructional leaders, we set the tone for the campus and instructional expectations for our teachers. We believe that “what gets monitored gets done” so we must be in classrooms consistently to provide support and feedback to our teachers on implementation of the instructional practices we expect in our classrooms. Our leadership team makes classroom walkthroughs a priority and provides teachers with timely specific feedback to improve teaching practices.

The teaming concept at the 9<sup>th</sup>, 10<sup>th</sup>, and SIOP teams at 11<sup>th</sup> grade has proven to be a successful model. Our teachers are provided with common planning time to increase instructional dialogue and share best practices. This common planning period has provided the time to meet as a grade level department team or as an interdisciplinary team. Content area teams meet twice a week to collaboratively plan instruction. During instructional planning meetings, teams deconstruct student expectations, determine quality content and language objectives, plan formative and summative assessments, select research based instructional strategies and determine resources for teaching concepts to the depth and complexity required by the curriculum. In order to facilitate this level of instructional planning, team leaders have been trained on how to deconstruct the state standards or Texas Essential Knowledge and Skills (TEKS), use of data disaggregation strategies, developing formative and summative assessments, and creating lesson plans using our campus lesson design flow map as a guide. Staff development mini sessions are also offered during team planning periods in areas such as cooperative learning strategies, questioning strategies, writing objectives for learning, understanding and developing assessments, student intervention strategies, and classroom management tips and techniques.

Through data disaggregation, we have worked to ensure that we have clear content objectives that are aligned to the TEKS. Our teachers have gained an in depth understanding of the vocabulary, context, and complexity of the student expectations for their curriculum. This increased level of understanding has resulted in high quality lessons and assessments aligned with TEKS that incorporate research based strategies and relevant resources. Through the implementation of CBLI (Content Based Language Instruction) and ELPS (English Language Proficiency Standards) training, our Language Objectives more effectively addresses the linguistic needs of our ELL students. As it relates to Aligned Curriculum and Assessment, we have not only better aligned our curriculum and instruction, but have taken this to the next level by focusing on the assessment component of lesson planning.

At PHS we have a team of teacher leaders that guide the direction of the campus by developing campus plans and policies based on student and staff needs assessments and data. The team has developed a proactive approach to student failure through the creation of the PHS Campus Grade Policy. We believe that

grades should be a reflection of academic proficiency in the content area and should measure the acquired skills. Our grading policy exists to ensure that grades given at PHS are true reflections of mastery of TEKS. Because “Success is the ONLY option,” it is vital to have fair and equitable grading policies and practices in order to ensure students success.

A critical component of our foundation learning program at PHS has been Eagle Time. Eagle time is a 35-minute period for students to receive additional intervention or enrichment. PLCs use common assessment data to identify students by which standards are areas for their growth. This process also allows for extra-curricular groups to meet, as well as other student initiatives to take place.

### Stretch Learning

Pasadena High School serves a student body of approximately **2,300 students**. Over 95% of our student population is Hispanic, from low socioeconomic households, with over **90.09%** receiving free or reduced lunch. A large percentage of our students are the first generation in their families to graduate from high school and have the opportunity to attend college and/or career and technical programs. Although our students come to us having experienced many hardships in their young lives, they remain humble caring young adults who put the well being of their families ahead of their own personal gains. For this reason, they many times see post secondary education as an unattainable dream.

Our advanced academics program challenges students to reach their maximum potential. Our students benefit from the rigorous learning experiences and critical thinking activities offered in the rigorous courses. While an advanced course of study supports increased scores on our state assessments, the ultimate impact on our students is that they leave high school better prepared for success in a post secondary educational institution. PHS has embraced a fundamental belief that views the advanced academics program as an opportunity and a right for all students to participate with support when they are struggling with the academic rigor of the courses so they can be successful. We believe the high expectations for students in the program will transfer to our whole student body as our student enrollment increases and more of our teachers participate in the program. **We have the highest number of students enrolled in an advanced academic course.** We see enormous potential for continued growth in all areas. We have seen an increase in the number of English, Calculus, Biology, and Physics AP exams taken by our students. Our teachers are committed to this program and will thrive with continued support from AP Strategies, The College Board, and with the additional support provided by our district lead teachers and instructional specialists. We strive to build a culture of excellence every day, teaching our students to have courage to do those things that seem impossible. The advanced academics program prepares our students to be tomorrow’s leaders, by providing them with the academic foundation and personal skills necessary for success in life during and beyond high school.

At PHS, we recognize that our students must be immersed in a college/career awareness and readiness culture from the first day they walk through our doors and become a “Mighty Eagle”. We are creating an environment in which all students experience our belief that they have the skills and ability to graduate and pursue postsecondary educations without exception.

Students receive on-going guidance counseling from their grade level counselor but they also have the opportunity to receive college and career focused counseling with our counselor from the local community college, which has increased the number of students enrolling in college immediately after high school. The college counselor provides assistance for students with the process for enrolling in college, access to resources available to aid in paying for college expenses, and helps them enroll in a program of college courses that are responsive to their career interests. Our campus has had a College Room for several years, but the location was not easily accessible for students. At the beginning of the school year our Principal relocated the College Room to a classroom near the cafeteria and furnished it with new furniture, laptops, and updated college materials. The College Room also serves as office space for our community college counselors. The relocation efforts and addition of both counselors for our College Room has had a profound impact on our students by providing them invaluable resources, access, and counseling for making wise decisions about their post secondary aspirations. Students are also exposed to college and career

readiness through their homerooms. PHS homerooms meet once weekly. During this time homeroom teachers incorporate college/career/advocacy advisory curricula developed by an interdisciplinary team of high school teachers with our counselors. The curriculum helps students think beyond high school graduation- students explore careers and colleges, develop post-secondary plans with their advisory teacher, learn to problem-solve and brainstorm college and career choices with their peers, and explore how to productively solve social dilemmas.

We promote AVID at PHS. The AVID program helps students develop the organization and study skills needed to succeed in rigorous classes, exposes students to post secondary opportunities, and helps students develop a college/career vision. The majority of our students need the strategies taught in the AVID program in order to accomplish the goal of all students graduating and pursuing postsecondary educations. This year our ninth grade teams have been trained in Cornell notes and will be introduced to “WICOR” for planning rigorous instruction. Each year grade level teachers will receive training in the AVID program components, “WICOR” and Cornell Notes to support all students with more rigorous coursework. **For the 22-23 school year we are promoting writing across the curriculum.** The PSAT prepares students for the SAT which is required for entrance and admission into many colleges. We currently have all 10<sup>th</sup> and 11<sup>th</sup> grade students and AVID students sit for the PSAT exam. We can then use the data with students for college and career counseling and to target areas to study before taking the SAT.

Students experience stretch learning when teachers purposefully plan rigorous relevant instruction. PHS has focused staff development on high yield research based strategies, lesson design, and assessment practices. Math, Science, Social Studies, ELA, ESL, and Personalized learning teachers have the added support of full time campus content specialists at PHS. Our content specialists coach teachers on instructional practices, lesson design, resources, and other areas as needed. Through the coaching process, teachers improve the delivery of rigorous lessons which increases student learning and achievement in all courses.

High Schools depend heavily on their feeder intermediate campuses to prepare students for entry into their programs. We have a strong relationship with our intermediate campuses and have initiated some vertical alignment activities with plans to extend this to our Advanced Academics, Career and Technology, World Languages, and Early College High School programs. Recruitment efforts for high school programs will be led by high school counselors and students currently enrolled in these programs and organized and promoted by Intermediate school counselors. The events will assure that all students learn about the opportunity to take Pre-AP, AP, CTE articulated, Dual Credit classes and application for the Early College High School. Collaboration and alignment between PHS and our feeder intermediate campuses will support and sustain successful programs for students in grades 9-12.

### **Personal Skill Development**

At Pasadena High School, all students participate in Homeroom. The goal is to have the same homeroom teacher from 9<sup>th</sup> to 12<sup>th</sup> grade in order to establish a positive relationship with a caring adult and so that students have an advocate who will track their academic progress and intervene as needed. The students receive information in their homerooms that promotes college and career readiness, goal setting, relationship building and participation in clubs and organizations.

In addition to the homeroom time, a select group of students are participating in the AVID (Advancement Via Individual Determination) Program to focus on students in the “academic middle” and get them ready to be successful in high school and in college. The AVID program is a demanding curriculum that focuses on study skills and effective note-taking practices integrating writing, inquiry, collaboration and reading on a daily basis. In AVID, students must learn what it takes to be a successful student and how to take full advantage of what high school and college has to offer.

In order to promote the involvement in as many school and community activities as possible, Pasadena High School provides various forums throughout the school year in which multiple clubs and organizations can participate together to promote community service and leadership skills. Among the activities that PHS participates in throughout the school year is Oktoberfest. Oktoberfest invites about 2000 elementary school children to come to PHS for an evening of safe trick-or-treating, fun and games. Other events that involve multiple PHS clubs and organizations are the Veterans Day Ceremony and Luncheon, Burn Sam Pep Rally and Carnival (40 year tradition during the last game of the season against our cross-town rival), and the HOSA Blood Drive (done in fall and spring; campus campaign of 1 donor saving 3 lives with last year the campus collecting enough blood units to save just under 1000 lives).

The Career and Technology Education Department at PHS provides multiple opportunities for personal leadership and skill development through the various classes and career pathways that are offered to all students. Students have the opportunity to participate in Business Professionals of America (BPA), Health Occupation Students of America (HOSA), Co-op, ROTC, FFA, Culinary Arts program and other vocational and professional classes to get them ready for their career after high school.

The Junior ROTC students are constantly developing and refining their leadership skills and are available to act as campus ambassadors, showing guests around the school building. Some of the events that the JROTC participates in are the Veteran's Day Program, Football Games, Color Guard, and Marine Corps Ball. The JROTC are constantly working on personal leadership skills and physical fitness and are a notable sight around the school building.

The Fine Arts Department at PHS provides multiple opportunities for school leadership and community involvement around Pasadena and the Houston Area. PHS school leaders are consistently told how well-behaved and polite are students are when they interact with community members and perform at community events. Our Fine Arts programs are consistently invited to be part of community events from Holiday concerts at different venues in the community including City Hall, to The Pasadena Livestock and Rodeo Show, and many other examples.

## Curriculum, Instruction, and Assessment Strengths

### Lessons Learned

Numerous initiatives that have taken place at Pasadena High School and are suggested for replication by other schools.

- **Building Eagle Pride: “The Mighty Eagle Way: Courage, Responsibility, and Respect”** - The faculty and staff at Pasadena work hard to instill Eagle Pride in everything that we do. We do it right the first time, and we give it our all in everything that we do. Rebuilding a sense of school pride was particularly critical after COVID pandemic. Not only was it important to increase student achievement, but it was also important to ensure that the traditions and history of the school were part of our daily culture. In addition, it was important to accentuate the positives, no matter how small they seemed. It was important to find ways to promote the positive things that were accruing on the campus.
- **Build Capacity** – PHS makes it a focus to create shared and distributive leadership and increased opportunities to collaborate and make the best and most informed decisions for the students of PHS. Our Eagle Vision Team and our Campus Leadership Team are just two examples of how we were able to accomplish this.



Creating this common and specific focus made it easier to align our staff development around a specific set of strategies that we would need to support. As a campus, we selected CBLI as big part of our lesson planning design tool and protocol.

- **Use of Data in Lesson Design to get to Rigor and Relevance: A Collaborative Approach** – At PHS, we disaggregate data by academic areas, subgroups, teachers, and objectives to ensure alignment of curriculum and assessment design as well as to the level of rigor that the standards expect. All forms of data are analyzed and disaggregated throughout the year, and we use the results to make relevant decisions for improvement.
- **Building Relationships: Genuine Passion for Students and Learning** – Relationships must be created and nurtured among school personnel, community, parents, and students. These positive relationships are important in building rapport with all stakeholders. Every decision and action from all stakeholders must have the students' hearts in mind. "It's about the kids," and we must remember this every time a decision or idea is implemented. At PHS we keep the main thing the main thing, "all students learning and experiencing success."
- **Restorative Practices** - We have had a school-wide initiative for the last two years to implement restorative practices at PHS. We believe in the power of relationships. We build relationships through community. We have the opportunity to meet the students where they are when we have conversations about topics that of interest to them. These practices are also conducted with the PHS staff and amongst the adults.

### Principal's List of Greatest Strengths

At Pasadena High School, we believe that our greatest strengths are the following:

- **Passion for Student Learning/Success** – Staff do what is needed and everything that it may take for every student to achieve success. This vision is shared with all stakeholders and is the focus for decision making. This genuine passion for the students we serve has helped establish and foster positive relationships that make the Rigor and Relevance possible.
- **Strong Collaboration** – The faculty has a strong ability to collaborate and work toward positive solutions. Particular strength is in the team lesson planning and design. A collaborative school culture is necessary for all stakeholders to work together to achieve goals and vision and most importantly make a difference in the students.
- **Use of Data in Lesson Design** – We utilize data for program implementation, instruction, assessment, extended day activities, and tutoring.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** The attendance rate at PHS across all grade levels will increase by 3% for an overall rating of 90% or higher. **Root Cause:** PHS has set clear attendance expectations; conducted needed conversations with students to speak about why they were not on campus; Focused on educating the parents on how to track their students on skyward; Truancy systems are on track for the school year in order for PHS to combat the issue of students leaving campus and lack of consequences; Engaging lessons & build relationships.

**Problem Statement 2 (Prioritized):** PHS Algebra I SPED EOC passing rate increased with overall passing but the gap remained the sam **Root Cause:** SPED Support not effective EB support absent Strategies used in classroom PLC/RTI

**Problem Statement 3 (Prioritized):** Biology - Our sub populations are scoring lower than our overall population by 10-30%. **Root Cause:** Attendance Level of sped that must assess Novice Teachers

**Problem Statement 4 (Prioritized):** E 1 and E2 - While we increased in all three scoring categories and had a 30% gain in EB achievement, we still need to make gains with our SPED population who had a 20% gain. **Root Cause:** Attendance at intervention opportunities Give students enrichment opportunities Effective support for special populations

**Problem Statement 5:** CCMR increased for the 22-23 school year, continued growth is needed to meet requirements for the 23-24 school year. **Root Cause:** Attendance Students are prepared for cert exams Students understand the importance of benefit of getting an industry standard

**Problem Statement 6:** Social Studies - SPED students performance gap is more than 10% at approaches level. **Root Cause:** Student Engagement during instruction Eagle Time Tier 1/2/3 Instruction Instructional Strategies Instructional Scope Teacher knowledge of content Lesson Delivery

**Problem Statement 7 (Prioritized):** A decrease in students leveling up in each domain and a drop across composite scores. **Root Cause:** Attendance Information shared with teachers in regards to TELPAS can be more thorough Student Motivation Informing students of the TELPAS process and how to exit. Student motivation Testing strategies Informing students of ESL exit criteria

**Problem Statement 8:** Personalized Learning - By the end of the school year we expect to see an increase of 5% in Algebra I and Biology STAAR mastery categories. **Root Cause:** Scaffolding (Questions, Manipulatives, Word Walls, etc.) Staff Professional Development Identifying student needs early and creating action plans

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

The 22-23 school year is celebrating its 100th year of traditions and history. We are taking this year as a great opportunity to get parents in our school. We have marked this year as a year of "partying" which will allow us to have parent engagement throughout the school year to build the capacity for years to come.

Parent Engagement is a top priority for us at PHS. Any opportunity that we have to invite parents into our building is one more opportunity to build the bridge between school and community. We believe in the power of building relationships.

### **Parent and Community Engagement Strengths**

The below activities are a few of the many activities that have taken place in the past as well as this school year. We consider it a strength to get parents in the building while promoting building relationships.

Open House - Parent night where parents came to the school and wrote goals for themselves in order to ensure their students success. The dance and cheerleaders performed. Band and Orchestra performed throughout the evening. The athletics department put on a mini pep rally in the auditorium.

Veterans Day Program

Numerous Athletic Events

Fine Arts parades

Theatre Arts Plays

Orchestra and Band Programs

College Nights

Homecoming 2023 - we invited passed homecoming queens and kings to participate in the half time show.

Meet and greet for alumni in the afternoon of homecoming.

Ocktoberfest -carnival

Burn Sam Week and carnival

Senior Bike Ride meet at Walmart on Southmore

Emerald Pageant we will invite past winners, runner ups, and participants

Gala (Alumni Prom)

Wall of Honor

"Eagle Plus" School for Parents

#### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** The attendance rate at PHS across all grade levels will increase by 3% for an overall rating of 90% or higher. **Root Cause:** PHS has set clear attendance expectations; conducted needed conversations with students to speak about why they were not on campus; Focused on educating the parents on how to track their students on skyward; Truancy systems are on track for the school year in order for PHS to combat the issue of students leaving campus and lack of consequences; Engaging lessons & build relationships.

# School Context and Organization

## School Context and Organization Summary

Creating the Master schedule for the 23-24 School year begins in January 2023. The programs that will be implemented for the upcoming year are considered when cleaning up the master schedule. The data drives the schedule. The highest needs receive priority. In order to implement a new program, district approval is necessary. It must be considered in October of the current year.

PBIS

ESSER tutoring

Intervention

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** CCMR increased for the 22-23 school year, continued growth is needed to meet requirements for the 23-24 school year. **Root Cause:** Attendance Students are prepared for cert exams Students understand the importance of benefit of getting an industry standard

**Problem Statement 2 (Prioritized):** A decrease in students leveling up in each domain and a drop across composite scores. **Root Cause:** Attendance Information shared with teachers in regards to TELPAS can be more thorough Student Motivation Informing students of the TELPAS process and how to exit. Student motivation Testing strategies Informing students of ESL exit criteria

## **Technology**

### **Technology Summary**

PHS is a one to one campus. Students use their tablets on a daily basis. Students use schoology, Delta math, DESMOS, TFAR to take assessments, TCB to become college ready and many more technology programs.

### **Technology Strengths**

Teachers are aware of the strengths that technology imposes on academics, however, they ensure that it is not used as a crutch with students. For instance, in math, DESMOS is introduced as a secondary teaching strategy, rather than the primary teaching strategy. Concepts are learned first and then reinforced with the technology version second.

# Priority Problem Statements

**Problem Statement 1:** The attendance rate at PHS across all grade levels will increase by 3% for an overall rating of 90% or higher.

**Root Cause 1:** PHS has set clear attendance expectations; conducted needed conversations with students to speak about why they were not on campus; Focused on educating the parents on how to track their students on skyward; Truancy systems are on track for the school year in order for PHS to combat the issue of students leaving campus and lack of consequences; Engaging lessons & build relationships.

**Problem Statement 1 Areas:** Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Parent and Community Engagement

**Problem Statement 2:** A decrease in students leveling up in each domain and a drop across composite scores.

**Root Cause 2:** Attendance Information shared with teachers in regards to TELPAS can be more thorough Student Motivation Informing students of the TELPAS process and how to exit. Student motivation Testing strategies Informing students of ESL exit criteria

**Problem Statement 2 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - School Context and Organization

**Problem Statement 3:** E 1 and E2 - While we increased in all three scoring categories and had a 30% gain in EB achievement, we still need to make gains with our SPED population who had a 20% gain.

**Root Cause 3:** Attendance at intervention opportunities Give students enrichment opportunities Effective support for special populations

**Problem Statement 3 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

**Problem Statement 4:** Biology - Our sub populations are scoring lower than our overall population by 10-30%.

**Root Cause 4:** Attendance Level of sped that must assess Novice Teachers

**Problem Statement 4 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

**Problem Statement 5:** PHS Algebra I SPED EOC passing rate increased with overall passing but the gap remained the sam

**Root Cause 5:** SPED Support not effective EB support absent Strategies used in classroom PLC/RTI

**Problem Statement 5 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

## 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.
- Response to Intervention (RtI) student achievement 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
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

#### **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 1:** PHS will increase attendance by 3% to have an overall rating of 90% for ADA for the 23-24 school year.





**District Objective:**

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

**High Priority**

**Evaluation Data Sources:** Truancy tracker, ADA reports and "You Matter walks" (home visits)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> To ensure that attendance was taken correctly for ADA - the attendance clerks sends period by period reminder emails to those teachers that have not taken attendance. Phone calls are made to ensure that teachers submit attendance at the correct time. Home visits are conducted on a weekly basis. Cafeteria is packed due to increased mobility around the school during Eagle time and transition. Golf carts and motorbikes allow admin to be more visible. Tracking internal email that identifies students with four consecutive absences. with this information, parent contact is made tardies We have received 9 perfect ADA attendance scores! <b>Strategy's Expected Result/Impact:</b> Every six weeks run reports on daily balanced attendance <b>Staff Responsible for Monitoring:</b> Administrators and Attendance Clerk  <b>Funding Sources:</b> Incentives to increase attendance - 199 - General Fund - \$145,000.31, - State Compensatory Funds - \$39,928	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 2:** for English 1 and 2: Increase SPED achievement by the following percentage points: 9% for Approaches, 5% for Meets, and 1% for Masters.





**District Objective:**

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**HB3 Goal**

**Evaluation Data Sources:** Campus and district assessment and STAAR scores.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> ELA 1&2 teachers will effectively implement instructional practices from training in the areas of writing, reading, SDI, AVID, and SIOP  <b>Strategy's Expected Result/Impact:</b> Improved student achievement in all student sub-populations <b>Staff Responsible for Monitoring:</b> Daniel Reyna  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> - 255 - Title II A - Improving Teacher & Principal Q - \$41,595.35, - 199 - General Fund - \$40,168.20, - Extended Day/Tutorial - \$5,000, - State Compensatory Funds - \$213,846	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> New Tier 2 Strategies for English I 5D: Determining key and nonessential details card sort with BME evaluation of summaries, using Talk-Read-Talk-Write 8A: Say-Do-Mean with Talk-Read-Talk-Write  New Tier 2 Strategies for English II 7Ei-iii: Identifying the structure and elements of an argument with markings before explaining why they are effective and who the intended audience is with annotations (Strategy 1) 7Ei-iii: Discussion of the structure, elements, and intended audience with Talk-Read-Talk-Write (Strategy 2) <b>Strategy's Expected Result/Impact:</b> Significantly improve EB and SpEd progress for passing on assessments <b>Staff Responsible for Monitoring:</b> Daniel Reyna  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>			

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





**Performance Objective 3:** PHS Algebra I team will close the gap of SPED/EB by 5% meets rate by creating rigorous and engaging lessons, fostering positive student/teacher relationships, and strengthening partnerships

**District Objective:**

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**Evaluation Data Sources:** Campus and district assessment and STAAR scores.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Algebra teachers will have specific planning days with support facilitator to review students IEPs and make instructional accommodations based on those IEPs <b>Strategy's Expected Result/Impact:</b> Effective, differentiated instruction <b>Staff Responsible for Monitoring:</b> Patricia Goodman  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Substitutes for planning days - 199 - General Fund - SPED Allotment - \$1,334.75, - 255 - Title II A - Improving Teacher & Principal Q - \$41,595.35, - 199 - General Fund - \$40,168.20, - Extended Day/Tutorial - \$5,000, - State Compensatory Funds - \$113,833	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> New Strategy for Tier 1 Instruction Formative assessments with new item types in DESMOS, Schoology, and TFAR.  New Strategy for Tier 2 Instruction Using formative assessment data and district unit data to target students for intervention. <b>Strategy's Expected Result/Impact:</b> Students become familiar with different types of assessment items to accurately demonstrate content knowledge. <b>Staff Responsible for Monitoring:</b> Patricia Goodman  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 4:** Pasadena High School will increase Meets for US History EOC STAAR for 2024 by 3% at all levels for all student populations.

67% Meets





Approaches 95%

Masters 29%

**District Objective:**

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**Evaluation Data Sources:** Campus and district assessment and STAAR scores.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> US History teachers will identify students on the "bubble" for meets grade level and draft them for Eagle Time intervention. <b>Strategy's Expected Result/Impact:</b> Improved STAAR EOC scores <b>Staff Responsible for Monitoring:</b> Steven Friend  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> - 255 - Title II A - Improving Teacher & Principal Q - \$41,595.35, - 199 - General Fund - \$40,168.20, - Extended Day/Tutorial - \$5,000, - State Compensatory Funds - \$113,833	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> USH - New Strategy for Tier 1 Instruction Integrating the new question types throughout common assessments, Unit test, and tier 1 CFU's New Strategy for Tier 2 Instruction Focusing on questions 3/4 of the CTM in lesson planning with an emphasis on Tier 1 intervening and small group instruction. <b>Strategy's Expected Result/Impact:</b> Students comfortable with content and new item types Small group to address the misconceptions and impact the growth in advanced and satisfactory performance levels.  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 5:** \_5\_ % of the students will increase one composite score on the 2023-2024 TELPAS.





**District Objective:**

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**Evaluation Data Sources:** Local assessments, STAAR assessments, SAT/ACT data, and AP exams.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> In order to meet Federal guidelines for students being served in the ESL program, our campus will continue to send teachers to the district's ESL institute and to have those teachers take the ESL Certification Exam. <b>Strategy's Expected Result/Impact:</b> Increased academic performance in ESL students. <b>Staff Responsible for Monitoring:</b> Patricia Goodman  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Substitutes for Teachers attending ESL Institute - 199 - General Fund - Bil/ESL Allotment - \$5,606.94	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All teachers will be trained in CBLI strategies. <b>Strategy's Expected Result/Impact:</b> Increased academic performance in ESL students. <b>Staff Responsible for Monitoring:</b> Patricia Goodman  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> Substitutes for SIOP training and SIOP curriculum - 199 - General Fund - Bil/ESL Allotment - \$8,715	Formative		
	Jan	Apr	June



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> We will monitor ESL students' language proficiency and utilize effective CBLI strategies to increase their language proficiency. <b>Strategy's Expected Result/Impact:</b> Increased academic performance in ESL students. <b>Staff Responsible for Monitoring:</b> Patricia Goodman  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> SIOP Facilitator - 263 - Title III A - Bilingual Education, Language - SIOP Facilitator Salary Allotment - \$79,608.38 , SIOP Teacher - 263 - Title III A - Bilingual Education, Language - SIOP Teacher Salary Allotment - \$157,739.05, LUCHA Aide - 263 - Title III A - Bilingual Education, Language - LUCHA Aide Salary Allotment - \$28,556.51, Instructional Resources - 263 - Title III A - Bilingual Education, Language - Supplemental Funds Allotment - \$5,606.94	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> New Strategy for Tier 1 Instruction ELLEvation campus training provided to teachers at the beginning of the year. CBLI district training for teachers not trained within 5 school years. New Strategy for Tier 2 Instruction Summit K-12: Eagle Time (Green days) <b>Strategy's Expected Result/Impact:</b> Increasing the rate of reclassification (10th and 11th grade EB students who have already passed the ELA STAAR and have an advanced or Advanced High composite score) Composite level growth <b>Staff Responsible for Monitoring:</b> Patricia Goodman  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> ESL tutoring available to students to support TELPAS assessment <b>Strategy's Expected Result/Impact:</b> Students will receive AH on TELPAS Composite scoring  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> Title III Supplemental Funds - 263 - Title III A - Bilingual Education, Language - \$21,285.64, - State Compensatory Funds - \$13,822	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 6: Personalized Learning** - At least 98% of students will complete the summit learning platform across all courses.

**District Objective:**

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will monitor student growth by continuously comparing the beginning, middle and end of year Map scores to determine possible intervention strategies  <b>Strategy's Expected Result/Impact:</b> Grow their RIT score as identified by each administration <b>Staff Responsible for Monitoring:</b> Aldo Prado  <b>Funding Sources:</b> - 255 - Title II A - Improving Teacher & Principal Q - \$39,717.21, - 199 - General Fund - \$40,168.20, - State Compensatory Funds - \$113,833	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> New Strategy for Tier 1 Instruction GLT Meetings Discussed Look Fors & Team Leads Modeled Framing & Launching of a Lesson Walkthroughs with Look Fors in Mind Every Teacher showed growth Meeting with Friend, Prado, De Leon, and each teacher (Glows & Grows) Teachers set a Goal based on Feedback Continuous Improvement Cycle  New Strategy for Tier 2 Instruction Eagle Time Teachers using Focus Area data to select students needing additional support. Biology focusing on retesters this upcoming cycle. Flex Days GLTs will implement flex days which will allow students to spend more time in the classroom they need more support in. Teachers will utilize data to groups students and pull.  <b>Strategy's Expected Result/Impact:</b> GLT meetings, walkthroughs, and goal setting focus on improving delivery and impact of instruction in the classroom. Teachers are continuing to work with their content specialist and focus on content specific needs and increase rigor. Through our partnership we hope to continue to see students continuing to develop their habits of success, their cognitive/concept skills, and achieve mastery of the content that will result in the STAAR mastery category gains of 5% in Algebra 1 and Biology.  <b>Staff Responsible for Monitoring:</b> Aldo Prado  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 7:** PHS PBIS will use data to target largest areas of challenges, decreasing the students with 6 or more office referrals by 10%.





**District Objective:**

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**High Priority**

**Evaluation Data Sources:** Tutoring, extended day, and Saturday tutorials.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All students who did not pass an EOC exam last year will receive 30 hours of tutoring. <b>Strategy's Expected Result/Impact:</b> Closing of learning gaps <b>Staff Responsible for Monitoring:</b> All Administrators for their respective subjects  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Assist At-Risk Students with Meeting grade level standards - State Compensatory Funds - \$550,000	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 8:** Biology Department at PHS will increase approaches by 8% for the sped sub pop and increases approaches by 3% for the EB sub pop.

**District Objective:**

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**Evaluation Data Sources:** Tutoring, extended day, and Saturday tutorials.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Strategic grouping based on data Focus on supplemental aids Periodic check for understanding Structured Conversation Practice with new test items  <b>Strategy's Expected Result/Impact:</b> Students will show significant gains in our sub populations <b>Staff Responsible for Monitoring:</b> All administrations for their respect subjects  <b>Title I:</b> 2.4, 2.6  <b>Funding Sources:</b> - Extended Day/Tutorial - \$5,000, - 255 - Title II A - Improving Teacher & Principal Q - \$41,594.46, - State Compensatory Funds - \$113,833	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2: COLLEGE, CAREER, & MILITARY READY** - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.





**Performance Objective 1: CCMR** - Increase the total number of certs for the 2023-2024 by 25% from the 2022-2023.

**District Objective:**

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

**HB3 Goal**

**Evaluation Data Sources:** CCMR score from TEA data, internal monitoring system

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> College Now counselor will work with all grade levels to educate them on CCMR readiness standards <b>Strategy's Expected Result/Impact:</b> All students will be informed of CCMR readiness standards <b>Staff Responsible for Monitoring:</b> College Now counselor  <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> - 199 - General Fund - \$14,222.20	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Establish a clear system for monitoring and updating the CCMR list <b>Strategy's Expected Result/Impact:</b> Regularly updated information in the spreadsheet. <b>Staff Responsible for Monitoring:</b> Erika Nations - Counselors  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Connect high school to career and college	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

**Performance Objective 1:** We will increase retainment of staff through meaningful feedback and recognition.

**District Objective:**

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

**Evaluation Data Sources:** Teacher surveys, "Keep it, Start it, Stop it" and end of year retention rates; on campus mentor program

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All teachers will receive meaningful instructional feedback through the T-TESS evaluation system. <b>Strategy's Expected Result/Impact:</b> Teachers will receive their T-TESS goals, which should also result in increased student achievement. <b>Staff Responsible for Monitoring:</b> All assistant principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Once a week, a teacher will be nominated by their peers and recognized by the administration for their outstanding work. <b>Strategy's Expected Result/Impact:</b> Increase in teacher morale <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 4: FAMILY & COMMUNITY ENGAGEMENT** - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

**Performance Objective 1:** Establish clear and consistent communication with parents that is accessible to everyone.

**District Objective:**

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

**Evaluation Data Sources:** Social media sites, email, robo calls, through student interaction, parent nights, Parent Square, Weekly Newsletter (Eagle Extra - student and family edition)





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> A central call-log will be established and utilized in order to make communication transparent to all. <b>Strategy's Expected Result/Impact:</b> Increased parental communication <b>Staff Responsible for Monitoring:</b> Steve Friend  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Homeroom teachers will make contact with parents every six weeks <b>Strategy's Expected Result/Impact:</b> Increased parent participation in student learning <b>Staff Responsible for Monitoring:</b> Steve Friend  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			



**Goal 4: FAMILY & COMMUNITY ENGAGEMENT** - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

**Performance Objective 2:** Involve community stakeholders in decision making process at campus level.

**Evaluation Data Sources:** Site-based decision making meetings

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Include at least one community member in campus site-based decision making committee meetings <b>Strategy's Expected Result/Impact:</b> Increased input from local community on school issues <b>Staff Responsible for Monitoring:</b> Patricia Goodman  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Increasing alumni involvement in school traditions such as Burn Sam and Emerald Pageant <b>Strategy's Expected Result/Impact:</b> Increased participation from community stakeholders <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 1:** We will produce a positive school climate through the creation of a Safe Schools Ambassador program.

**District Objective:**

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

**Evaluation Data Sources:** Decreased rates of bullying and fighting incidents in Skyward.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Train 20-30 student leaders on campus with a 2-day training from Safe School Ambassador program representative <b>Strategy's Expected Result/Impact:</b> Students will acquire skills needed to de-escalate conflict. This should result in decreased rates of bullying and fighting. <b>Staff Responsible for Monitoring:</b> Trevor Parker  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Meet with Safe School Ambassadors once a month to discuss data collection. <b>Strategy's Expected Result/Impact:</b> Accurate data regarding bullying, along with prevention of bullying <b>Staff Responsible for Monitoring:</b> Trevor Parker  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





**Performance Objective 2:** We will produce a physically safe school environment by updating the perimeter security and conducting monthly safety drills.

**District Objective:**

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

**Evaluation Data Sources:** Drills be documented through Raptor and Blue Wave site will reflect accurate door numberings.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> PHS will work with district personnel and district police to ensure all door numbers match the Blue Wave site and ensure all Blue Wave mechanisms are working. <b>Strategy's Expected Result/Impact:</b> Students will be safe and secure in the unlikely event of a lockdown. <b>Staff Responsible for Monitoring:</b> Trevor Parker  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Safety drills will be conducted one a month. <b>Strategy's Expected Result/Impact:</b> In the unlikely event of an emergency, students and staff will be prepared with knowledge of what to do to get to safety. <b>Staff Responsible for Monitoring:</b> Trevor Parker  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Incentives students by utilizing their Safe School Ambassador skills to assist administration with keeping the campus safe <b>Strategy's Expected Result/Impact:</b> PHS is a school that is safe for all students to learn <b>Staff Responsible for Monitoring:</b> Trevor Parker  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - Safety and Security - \$30,014	Formative		
	Jan	Apr	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>			





**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 3:** PHS campus will monitor the number of students with disabilities being removed to ISS, OSS, GC or DAEP.

**District Objective:**

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

**Evaluation Data Sources:** Skyward discipline reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers and staff will be trained in a campus-wide professional development over restorative circles. <b>Strategy's Expected Result/Impact:</b> More positive climate on campus <b>Staff Responsible for Monitoring:</b> Patricia Goodman  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will monitor classroom removals for special education students and ensure restorative practices are the primary response in the case of disciplinary incidents. <b>Strategy's Expected Result/Impact:</b> Reduced classroom removals of special education students. <b>Staff Responsible for Monitoring:</b> Jessica Martinez  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b>	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 4:** We will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. We will also continue with the PBIS committee to help us identify the behavioral needs on our campus.

**District Objective:**  
Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

**Evaluation Data Sources:** District professional development records in Mizuni

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All administrators and campus safety personnel will undergo CPI training <b>Strategy's Expected Result/Impact:</b> Compliance with TBSI <b>Staff Responsible for Monitoring:</b> Jessica Martinez  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	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>			

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	7	1	All students who did not pass an EOC exam last year will receive 30 hours of tutoring.
5	3	2	We will monitor classroom removals for special education students and ensure restorative practices are the primary response in the case of disciplinary incidents.

# State Compensatory

## Budget for Pasadena High School

**Total SCE Funds:** \$1,175,879.00

**Total FTEs Funded by SCE:** 35

### Brief Description of SCE Services and/or Programs

PHS will attempt to find mentors for students that are at risk of failing out of school. We will have find opportunities for students to do after school tutoring to fill in gaps for learning. Or employ tutors throughout the school day to tutor students in their lowest academic needs.

## Personnel for Pasadena High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abuhamra, Judith	Teacher - High School	1
Acosta Lopez, Luis	Teacher - High School	1
Allen, Michael	Teacher - High School	1
Anderson, Courtney	Teacher - High School	1
Cherry, Connor	Teacher - High School	1
Cole, Christopher	Teacher - High School	1
Cole, Gerald	Teacher - High School	1
Conerly, Caleb	Paraprofessional - Instructional	1
Edwards, Jennifer	Teacher - High School	1
Garcia Ramon, Edgar	Teacher - High School	1
Ghanimi, Nahid	Teacher - High School	1
Gillam, Kristin	Teacher - High School	1
Gokce, Solmaz	Teacher - High School	1
Gomez, Nayelli	Teacher - High School	1
Gough, David	Teacher - High School	1
Green, Adam	Teacher - High School	1
Hernandez, Maria	Paraprofessional - Instructional	1
Hollis, Kasondra	Teacher - High School	1



<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kelly, Darla	Teacher - High School	1
Limas, Elizabeth		1
Little, Eric	Teacher - High School	1
Lloyd, Diane	Teacher - High School	1
Martinez Castillo, Janice	Teacher - High School	1
Merilatt, Shea	Teacher - High School	1
Mize, Kristin	Paraprofessional - Instructional	1
Moreno, Leticia	Teacher - High School	1
Peterson, Beth	Teacher - High School	1
Que, Mary	Teacher - High School	1
Ray, Teresa	Teacher - High School	1
Rives, Dennise	Teacher - High School	1
Rodriguez, Nicolas	Teacher - High School	1
Solis, Nora	Teacher - High School	1
Steele, Michelle	Teacher - High School	1
Tinoco Garcia, Elizabeth	Teacher - High School	1
Vaughn, Autumn	Teacher - High School	1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Incentives to increase attendance		\$145,000.31
1	2	1			\$40,168.20
1	3	1	Substitutes for planning days	SPED Allotment	\$1,334.75
1	3	1			\$40,168.20
1	4	1			\$40,168.20
1	5	1	Substitutes for Teachers attending ESL Institute	Bil/ESL Allotment	\$5,606.94
1	5	2	Substitutes for SIOP training and SIOP curriculum	Bil/ESL Allotment	\$8,715.00
1	6	1			\$40,168.20
2	1	1			\$14,222.20
5	2	3		Safety and Security	\$30,014.00
Sub-Total					\$365,566.00
Budgeted Fund Source Amount					\$365,566.00
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Instructional Resources	Supplemental Funds Allotment	\$5,606.94
1	5	3	LUCHA Aide	LUCHA Aide Salary Allotment	\$28,556.51
1	5	3	SIOP Facilitator	SIOP Facilitator Salary Allotment	\$79,608.38
1	5	3	SIOP Teacher	SIOP Teacher Salary Allotment	\$157,739.05
1	5	5	Title III Supplemental Funds		\$21,285.64
Sub-Total					\$292,796.52
Budgeted Fund Source Amount					\$292,796.52
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$39,928.00

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$213,846.00
1	3	1			\$113,833.00
1	4	1			\$113,833.00
1	5	5			\$13,822.00
1	6	1			\$113,833.00
1	7	1	Assist At-Risk Students with Meeting grade level standards		\$550,000.00
1	8	1			\$113,833.00
Sub-Total					\$1,272,928.00
Budgeted Fund Source Amount					\$1,272,928.00
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$41,595.35
1	3	1			\$41,595.35
1	4	1			\$41,595.35
1	6	1			\$39,717.21
1	8	1			\$41,594.46
Sub-Total					\$206,097.72
Budgeted Fund Source Amount					\$206,097.72
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$5,000.00
1	3	1			\$5,000.00
1	4	1			\$5,000.00
1	8	1			\$5,000.00
Sub-Total					\$20,000.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,157,388.24

Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Spent					\$2,157,388.24
+/- Difference					\$0.00

# Addendums

## APPENDIX - 2023-2024

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and</li> </ul>	TEC 11.253(d)	Executive Director of Curriculum and Instruction  District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:               <ul style="list-style-type: none"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources   Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021  TEC 37.0831	Associate Superintendent of Special Programs   Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor “Say Something” program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>Statement that dating violence will not be tolerated.</li> <li>Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>Guidelines for students who are victims</li> </ul>	SB9  TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

**Pasadena Independent School District**  
**Rayburn High School**  
**2023-2024 Campus Improvement Plan**



# **Mission Statement**

Sam Rayburn High School will work collaboratively to get ALL Texans College, Career, and World Ready!

## **Federal Funds Compliance Statement**

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Sam Rayburn High School has high expectations for student achievement and behavior and we consistently and systematically address the challenges we face in those areas. Teachers campus-wide provide our students with the necessary tools for success with a rigorous and relevant curriculum. After analyzing our STAAR and other pertinent data, our focus for student achievement will be in the areas of increasing STAAR Meets and Masters scores in all content areas, decreasing tardies and improving attendance. Meeting goals in these areas will inevitably improve overall student success and move us closer to a high level of college and career readiness. The campus continues to employ the PLC process for teacher collaboration, **Positive Behavioral Interventions and Supports (PBIS)** for campus and classroom behavior management, and various campus-devised incentive programs to motivate students to achieve at high levels.

### Demographics Strengths

Sam Rayburn students are given opportunities to successfully work together with various cultures. Various cultures and ethnicities are regularly spotlighted and celebrated through a variety programs, clubs/organizations, course offerings, and course work. These opportunities give them real world experiences and prepare them for the diversity they will encounter in post-secondary education and in the careers of their choice.

# Student Achievement

## Student Achievement Summary

Sam Rayburn High School							
101917002							
Percent Meets Grade Level							
First Administrations							
	2018	2019	2020	2021	2022	2023	Gap
ELA I	39	52		42	45	50	5
ELA II	42	48		47	53	53	0
Algebra I	50	73		50	66	59	-7
Biology	61	63		44	61	54	-7
US History	65	69		60	68	71	3
Percent Masters Grade Level							
First Administrations							
	2018	2019	2020	2021	2022	2023	Gap
ELA I	5	6		8	6	7	1
ELA II	2	5		5	6	5	-1
Algebra I	24	44		22	37	23	-14
Biology	21	20		14	18	13	-5
US History	32	38		33	36	39	3

Percent Expected Progress						
First Administrations						
	2018	2019	20&21	2022	2023	Gap
ELA II	57	62		61	*	--
Algebra I	48	77		76	*	--
Percent Accelerated Progress						
First Administrations						
	2018	2019	20&21	2022	2023	Gap
ELA II	0	1		1	*	--
Algebra I	17	41		43	*	--

\* 2023 STAAR progress is not yet available

# Sam Rayburn High School

## Percent Approaches Grade Level

First Administrations

	2018	2019	2020	2021	2022	2023	Gap
ELA I	58	66		62	62	67	5
ELA II	59	67		62	68	72	4
Algebra I	86	93		83	89	88	-1
Biology	88	88		76	89	88	-1
US History	89	94		84	90	95	5

## Accountability Rating Summary

The data below was created in-district from multiple data files, none of which contained all the information necessary for accountability determinations.

The results are an unofficial estimated draft of incomplete and preliminary data. Updates will be sent as they are available.

- The following only includes estimates for Domains 1, 2A, and 2B.
- Domain 3 is still TBD.
- Accountability information will be reviewed at the September 6 Instructional Leadership meeting.

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2023 Accountability Status as of 08/29/23	Domain 1				Domain 2A	Domain 2B	BEST OF
	STAAR	CCMR	Grad	Overall	Growth	Relative Performance	1, 2A, 2B
Sam Rayburn HS	74	76	70	74	73	80	80

## Student Achievement Strengths

Despite significant changes in test format, ELA 1 and US History still saw increases in Approaches, Meets, and Masters scores between 2022 and 2023.



# School Culture and Climate

## School Culture and Climate Summary

We are committed to ensuring a safe, healthy environment for students and staff. We utilize **Positive Behavioral Interventions and Supports (PBIS)**, an evidence-based, three-tiered framework to improve behavior systems, and follow their proven plan for providing the safest, healthiest environment possible. The PBIS Committee meets regularly to discuss campus and student issues. Administrators also regularly discuss areas of need with our Site Based Management Committee and make adjustments for improvement when necessary.

## School Culture and Climate Strengths

We have wide-spread student participation in clubs, activities, and extracurricular events. We feel strongly about the need for students to be involved in school organizations so that they are contributing members to the safe and healthy environment at Rayburn. We continually offer a variety of options for student participation and talk with students about joining organizations related to their interests.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All staff members at Sam Rayburn are considered highly qualified based on state standards and mandates. We have mentor programs provided by the district, experienced mentor teachers, team leaders, and content specialists to support our new teachers. Professional development is provided by the district and at the campus level and includes staff development that targets campus needs. Content Specialists are available for modeling and support to all content area teachers. Team planning allows for strengths of the most effective teachers to be shared with others and provides assistance with implementation in the classroom. The support of the curriculum coaches allows for effective teaching practices to be shared with others through co-teaching, modeling, and observations. Walkthroughs, teacher written reflection, and student writing samples monitor the quality of instruction. All of the supports listed above are available to all teachers. Our Rayburn administration provides frequent fun and desirable incentives and events to encourage staff attendance and increase morale.

### **Staff Quality, Recruitment, and Retention Strengths**

A common team planning time is available for all core area teachers. Administrators, content specialists, and mentors provide continuous support to all staff members regardless of experience. Coaching and reflection meetings allow staff to share ideas and teaching techniques as well as reiterate campus goals. We have various and frequent incentive programs and events to increase staff morale and retention.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Our district provides a tightly aligned curriculum based on the Texas Essential Knowledge and Skills (TEKS) for each subject. Teachers consistently post TEKS objectives and language objectives to identify alignment with the state standard and activity in the classroom. Lesson plans are designed by teachers and directly related to the district's curriculum. Teachers' lesson plans are submitted weekly and are closely monitored by our assistant principals. Frequent walk throughs are done by assistant principals to ensure teachers are following the plans they submit.

Campus based assessments and the district Curriculum Based Assessments are tightly aligned with the standards. A system is used that disaggregates the data based on student groups, objectives, and student expectations. Student data is available to individual teachers to use as a guide for planning future instruction and interventions. Team planning time is available so that teachers can compare and analyze results to seek out the most successful instructional practices. Core content area teachers are required to meet weekly for a minimum of 90 minutes. Interactive notebooks, small group instruction, and concept mapping are all recognized as scientifically based effective instructional practices. Formative assessments, such as teacher observations, CBA's, and interactive notebooks, are used to measure student achievement and guide instructional practices and interventions.

## Curriculum, Instruction, and Assessment Strengths

Our teachers meet 90 minutes each week in core content teams to discuss instruction, student learning and assessment. Teachers look at data from formative and summative assessments to inform their instructional decisions. Teachers also discuss and share best practices with their content teams to ensure high quality instruction for all our students.



# **Parent and Community Engagement**

## **Parent and Community Engagement Summary**

Our newly formed Parent Engagement Committee is working hard to create various opportunities to interact regularly with our Rayburn community throughout the school year. We provide orientation for students and parents each year. We have expanded our Open House event at the beginning of the school year to include student performances, free Texan Parent spirit merchandise, class meetings, presentations from community partners, and more. We host college nights to inform parents about the process of applying for college and financial aid. We also hold various fitness events, our annual Trunk or Treat, and our annual Burn Baldy Carnival for all of our feeder pattern families.

## **Parent and Community Engagement Strengths**

Sam Rayburn has created a family-oriented climate on campus to support the social and emotional needs of students and parents. Parents and community members are welcomed and made a priority when on campus. All stakeholder input is welcomed and respected.

# Technology

## Technology Summary

The district and campus expectation for the use of technology is to provide appropriate instruction with the use of technology to prepare students for the 21st century work environment. Technology is readily available on campus. We have a 1:1 tablet initiative for all ninth, tenth and eleventh grade students and teachers. All classrooms are equipped with an interactive whiteboard, a document camera, and an LCD projector. Nine mobile computer labs are available on a flexible schedule. The school has a wireless internet connection that is available at all times. The campus purchases and annually updates instructional technology programs for student and teacher use such as EdPuzzle, Nearpod, Classkick, Lightspeed, and others. Our technology liaison and Instructional Technology Content Specialist provide staff with support and professional development.

## Technology Strengths

- Technology staff development is offered on campus and at the district level for teachers.
- Technology is readily available to all students and teachers.
- Schoolwide wireless internet is available.
- Teacher use of interactive whiteboards and other instructional programs is part of the instructional culture .
- 1:1 tablet availability for all students

# 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- 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
- Student failure and/or retention rates
- Observation Survey results
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals





**Goal 1:** We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

**Performance Objective 1:** SRHS faculty align district scope and sequence, instructional strategies, and campus assessments to the TEKS /College and Career Readiness Standards based instructional targets to ensure student success.

## HB3 Goal

**Evaluation Data Sources:** State and district assessment data, CTE Certifications





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> CTMs meet twice weekly to review lesson plans using the 4 PLC questions, ensuring scope and sequence alignment, aligned learning goals and activities, effective instructional strategies, effective questioning strategies, literacy strategies, and assessment. <b>Strategy's Expected Result/Impact:</b> Meet or beat district average on district and state assessments <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, , CCSs, Teachers  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> General Supplies - State Compensatory Funds - \$288,163.71	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Any student who fails an EOC test will be provided remediation: voluntary individual tutorials, Texan Time, reteach opportunities, extended day opportunities, and continual support during the school day in relevant classes. <b>Strategy's Expected Result/Impact:</b> Meet or beat district average on district and state assessments <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, CCSs, Teachers  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> General Supplies - Extended Day/Tutorial - \$12,600	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All staff will attend FOCUS meetings/DWSD to learn appropriate instructional strategies needed to design lessons and assessments aligned to district scope and sequence. <b>Strategy's Expected Result/Impact:</b> Meet or beat district average on district and state assessments <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, CCSs  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> General Supplies - 199 - General Fund - \$86,668.80	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> We will engage in focused monitoring of the academic progress of our white subgroup on formative assessments and respond with targeted supports to ensure we meet their academic needs in the areas of LAR. <b>Strategy's Expected Result/Impact:</b> Students in subgroup will meet state standards for ELAR on STAAR. <b>Staff Responsible for Monitoring:</b> ELAR teachers, ELAR CCS, ELA AP  <b>Targeted Support Strategy</b>	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> We will engage in focused monitoring of the academic progress of our white subgroup on formative assessments and respond with targeted supports to ensure they are on track to achieve CCMR and graduate with their cohort. <b>Strategy's Expected Result/Impact:</b> Students of the subgroup will achieve CCMR and graduate with their cohort. <b>Staff Responsible for Monitoring:</b> ELAR and math teachers, ELAR and math CCSs, counselors  <b>Targeted Support Strategy</b>	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Campus Content Specialists will provide teacher support in the areas review lesson plans using the 4 PLC questions, ensuring scope and sequence alignment, aligned learning goals and activities, effective instructional strategies, effective questioning strategies, literacy strategies, and assessment. <b>Strategy's Expected Result/Impact:</b> Meet or beat district average on district and state assessments <b>Staff Responsible for Monitoring:</b> Admin Team  <b>Funding Sources:</b> Payroll - 255 - Title II A - Improving Teacher & Principal Q - \$211,487.19	Formative		
	Jan	Apr	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>			

**Goal 1:** We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

**Performance Objective 2:** Teachers across all content areas will implement at least one language domain daily reading and writing, listening and speaking into their instruction, and increase literacy skills practitioners would use in their discipline in real world contexts to support language acquisition for emergent bilingual students.





**Evaluation Data Sources:** Walkthrough data, EOC scores, CBA data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will incorporate at least one research-based strategy in their instruction daily to support language acquisition. <b>Strategy's Expected Result/Impact:</b> Walk Through Data <b>Staff Responsible for Monitoring:</b> Teachers, CCSs, and Assistant Principals  <b>Additional Targeted Support Strategy</b>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will implement structured text annotation strategies to increase student engagement and build literacy skills. <b>Strategy's Expected Result/Impact:</b> Increased scores on summative assessments, walk through data <b>Staff Responsible for Monitoring:</b> Assistant Principals, CCSS, Teachers  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> General Supplies - State Compensatory Funds - \$288,163.71	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> ESL: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. <b>Strategy's Expected Result/Impact:</b> Reduce by 25% the number of Bilingual Exceptions and/or ESL Waivers due to teachers who do not fully meet bilingual and/or ESL certification requirements serving Emergent Bilingual students. <b>Staff Responsible for Monitoring:</b> ELAR AP	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

**Performance Objective 3:** Build time into MS for CTM to meet at least 90 minutes per week. To answer the four PLC questions, vet lessons, and create team common assessments, and analyze data.

**Evaluation Data Sources:** PLC team created common formative and summative assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> CTMs will adjust instruction and instructional strategies by creating team common assessments. <b>Strategy's Expected Result/Impact:</b> Focused lesson planning and increased scores on formative and summative assessments; targeted intervention grouping <b>Staff Responsible for Monitoring:</b> Principals, Content Specialists, Teachers, and Assistant Principals  <b>Additional Targeted Support Strategy</b>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> CTMs will create team common assessments and analyze data, by student by standard, to drive instruction and intervention. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Principals, Content Specialists, Teachers, and Assistant Principals  <b>Additional Targeted Support Strategy</b>	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			







**Goal 1:** We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

**Performance Objective 4:** The percentage of students receiving services from special education that achieve satisfactory academic performance on STAAR will be equal to or greater than the district's average for students of the same demographics.

**Evaluation Data Sources:** STAAR scores

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus has reviewed the previous year state assessment scores for each student with a disability to determine baseline data. <b>Strategy's Expected Result/Impact:</b> Campus leaders are familiar with our baseline starting point <b>Staff Responsible for Monitoring:</b> Principals, Case Managers, CCSs	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> For each SPED student who failed a STAAR test, develop an IPI strategically targeting a specific TEK focused on an area that will most benefit the student. <b>Strategy's Expected Result/Impact:</b> Interventions will be targeted and provided based on documented need <b>Staff Responsible for Monitoring:</b> Principals and Case manager, CCS, LSSP	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Implement campus procedures for specifying STAAR assessment participation and accommodations within IEPs with fidelity. <b>Strategy's Expected Result/Impact:</b> Consistency in targeted supports for students and appropriate accommodations for testing <b>Staff Responsible for Monitoring:</b> Principals, Case Managers, Counselors, CTC, and Teachers	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Campus will work with district personnel to draft targeted IEP goals and objectives. <b>Strategy's Expected Result/Impact:</b> Goals will be implemented with fidelity and student performance will improve in areas targeted by the goals/objectives <b>Staff Responsible for Monitoring:</b> Principals, Case Managers, District Specialists	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Campus will ensure recommended accommodations/modifications are targeted & data-driven for each student. <b>Strategy's Expected Result/Impact:</b> Accommodations will be implemented with fidelity and student performance will improve. <b>Staff Responsible for Monitoring:</b> Principals, Case Managers, Teachers	Formative		
	Jan	Apr	June





Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Campus will monitor to ensure IEPs are implemented with fidelity & will make data-driven adjustments as necessary for student success. <b>Strategy's Expected Result/Impact:</b> Improved student performance and proper placement of students. <b>Staff Responsible for Monitoring:</b> Principals, Teachers, Case Managers, Counselors	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Provide Specially Designed Instruction (SDI) training and resources to all special education and general education teachers in co-teach classrooms to maximize effectiveness of instruction and student support in SF classes. <b>Strategy's Expected Result/Impact:</b> Improved student performance <b>Staff Responsible for Monitoring:</b> Principals, District Staff  <b>Funding Sources:</b> General Supplies - 199 - General Fund - 23 - \$86,668.80	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Special Education Disciplinary Removal: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. <b>Strategy's Expected Result/Impact:</b> Reduce number of discipline removal days for students with disabilities <b>Staff Responsible for Monitoring:</b> Case managers, APs, SPED AP	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Special Education Restraint: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> Ensure full compliance with all Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Staff Responsible for Monitoring:</b> SPED AP	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

**Performance Objective 5:** Establish strategies and instruction to provide timely and effective real time interventions and additional assistance for all students not meeting state's standards for STAAR, graduation, and CCMR.

**Evaluation Data Sources:** Formative and Summative Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Limited English Proficient students will be provided opportunities and resources, during the school day, to use programs to prepare them for success on STAAR assessments <b>Strategy's Expected Result/Impact:</b> Improved SIOP scores <b>Staff Responsible for Monitoring:</b> Principals and all teachers  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Software - 199 - General Fund - 25 - \$86,668.80	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will use assessment data and classroom observations to create small group instructional opportunities within the classroom setting to provide targeted instruction. <b>Strategy's Expected Result/Impact:</b> Improved STAAR scores <b>Staff Responsible for Monitoring:</b> Principals, Teachers, and Interventionist  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Manipulatives - State Compensatory Funds - \$288,163.74	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will post specific content and language objectives aligned with the district scope and sequence. Language objectives and instruction will target listening, speaking, reading, and writing to support academic language acquisition. <b>Strategy's Expected Result/Impact:</b> Evidence of use in Walk Throughs and Lesson Plans <b>Staff Responsible for Monitoring:</b> Teachers, Principals, and CCS  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> General Supplies - 263 - Title III A - Bilingual Education, Language - \$54,507.89	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> All special population students will be scheduled to attend EOC tutorials before or after school or during assigned Texan Time. Tutorials will be based on areas of in need of improvement as indicated by formative and summative assessments. Targeted in need of improvement will be addressed. <b>Strategy's Expected Result/Impact:</b> Increased scores on CBA and state assessments <b>Staff Responsible for Monitoring:</b> Teachers and Principals  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Extended Day/Tutorial - \$12,600	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

**Performance Objective 6:** Provide enrichment opportunities for students to think critically and perform at high levels.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase Advanced Placement enrollment, number of testers, and number of qualifying scores. <b>Staff Responsible for Monitoring:</b> AP Coordinator, Teachers, Counselors, Principals, CCS  <b>Funding Sources:</b> General Supplies - 199 - General Fund - 21 - \$86,668.80	Formative		
	Jan	Apr	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div>			

**Goal 2:** We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

**Performance Objective 1:** SRHS will provide opportunities for faculty and staff to communicate with students on college and career readiness.

**HB3 Goal**

**Evaluation Data Sources:** PSAT/SAT/TSIA data, graduation plan, course registration selection.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> PSAT/SAT test preparation lessons will be provided to Homeroom teachers to implement during Homeroom sessions prior to school-wide PSAT and SAT day. <b>Strategy's Expected Result/Impact:</b> Increased student understanding of the importance of college testing, as well as, benefits of the tests. Increase in PSAT/SAT participation and performance. <b>Staff Responsible for Monitoring:</b> SRHS Administration College Now Coordinator Teachers Advisory Teachers  <b>Funding Sources:</b> Prep Materials, Incentive funding - State Compensatory Funds - \$288,163.71	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of Khan Academy test preparation, Texas College Bridge, and the College Board score linking tool in math and English classes. Students will link their own PSAT results to their Khan Academy account. <b>Strategy's Expected Result/Impact:</b> Students will gain better understanding of PSAT/SAT test format and content. Students will gain access to personalized test prep for future administrations of the PSAT and SAT. <b>Staff Responsible for Monitoring:</b> SRHS Teachers, SRHS Administration, SRHS CCS	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

**Performance Objective 2:** SRHS faculty and staff will promote post-secondary readiness and the college application process.

**HB3 Goal**

**Evaluation Data Sources:** Increase of students attending post-secondary programs





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The following programs and events will promote higher education and support students in the college exploration and application process: PISD College Week, PISD College Night, PSAT/ACT/SAT preparation and registration, College Application Weeks, Financial Aid Information Night, FAFSA Labs, Decision Day Celebration, AVID course offering, Houston Area Recruiters Network (HARN), SRHS College Fairs at lunch periods, SRHS Alumni College Panel</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of student applications to post-secondary schools and number of seniors who submit financial aid applications.</p> <p><b>Staff Responsible for Monitoring:</b> SRHS Administration  SRHS Counselors  SRHS College Now Coordinator  Advise TX College Advising Corp  San Jacinto College Shared Educational Planner  SRHS Advisory Teachers  SRHS AVID Teachers</p>	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 2:** We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

**Performance Objective 3:** SRHS faculty and staff will promote career focused programs and activities to ensure that all students are career and world ready.

**HB3 Goal**

**Evaluation Data Sources:** Number of students participating in CTE programs and activities.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Homeroom classes will offer lessons in which students link their PSAT results to College Board Big Future career exploration tools. <b>Strategy's Expected Result/Impact:</b> Students will acquire a better understanding of career opportunities in their field of interest. <b>Staff Responsible for Monitoring:</b> SRHS Administration SRHS Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Career and Technology Education classes will host guest speakers from related career fields and/or provide career field experience. <b>Strategy's Expected Result/Impact:</b> Increased exposure to career options and expectations. <b>Staff Responsible for Monitoring:</b> SRHS Administration CTE Teachers	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







**Goal 3:** We will actively recruit, develop, and retain a highly qualified staff.

**Performance Objective 1:** SRHS leadership will ensure that all staff will be highly qualified and support systems will be implemented to facilitate retention of effective employees.

**Evaluation Data Sources:** T-TESS data, Status Reports, Highly Qualified Annual Compliance Report, Job Fair documentation, and Staff Development Logs.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will provide all teachers with regular training in instructional strategies which are tightly aligned to the TEKS/ELPS and meet the needs of all learners including Gifted and Talented, Emergent Bilingual, Dyslexic, Special Education, Migrant, At-Risk, and all other special populations. <b>Strategy's Expected Result/Impact:</b> Increase Retention Rate and Develop Highly Qualified Personnel <b>Staff Responsible for Monitoring:</b> Principals, Campus Leaders  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Teachers - State Compensatory Funds - \$288,163.71, SIOP Aides - 263 - Title III A - Bilingual Education, Language - \$54,507.89, Lucha Aide - 263 - Title III A - Bilingual Education, Language - \$54,507.89, SIOP Facilitator - 263 - Title III A - Bilingual Education, Language - \$54,507.89	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will participate in staff development opportunities and school district initiatives. <b>Strategy's Expected Result/Impact:</b> Increase Retention Rate, Teacher Development, Improve Instruction <b>Staff Responsible for Monitoring:</b> Principals, Campus Leaders	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue New Teacher Mentoring program to support both mentor teachers and teachers new to the profession. All new teachers will be assigned a mentor. Mentors will receive on-going staff development on mentoring and teacher instructional coaching. <b>Strategy's Expected Result/Impact:</b> Increased New Teacher Support, New Teacher Retention <b>Staff Responsible for Monitoring:</b> Principals	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> All core teachers with G/T students will be current regarding required G/T training. <b>Strategy's Expected Result/Impact:</b> Examples of differentiated instruction seen during classroom walk-throughs. <b>Staff Responsible for Monitoring:</b> Principals	Formative		
	Jan	Apr	June





Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> All core teachers with Emergent Bilingual students will be SIOP trained. (SG/Per-Reading ELL; Math ELL; SS ELL) <b>Strategy's Expected Result/Impact:</b> Improve CBA, EOC, Common Assessment, ACT, SAT, TSIA, and ASVAB Scores <b>Staff Responsible for Monitoring:</b> SIOP Coach, APs  <b>Additional Targeted Support Strategy</b>	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> All AP/Pre-AP teachers will be trained through Rice University's Advanced Placement Institute or NMSI every two years. <b>Strategy's Expected Result/Impact:</b> Walk-throughs, AP exams <b>Staff Responsible for Monitoring:</b> AP Coordinator	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Hire and retain qualified teachers that fit the culture and climate of the campus. (Teacher in the bleachers, Shout outs, Spirit Days. Interview questions will be tailored to meet our campus needs/goals)  <b>Strategy's Expected Result/Impact:</b> Proficient or above on Domain 3/4, Decrease Discipline, Improve Relationships <b>Staff Responsible for Monitoring:</b> Principals and Campus Leaders	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Utilize campus-developed interview questions for teaching positions and follow up with detailed reference checks. <b>Strategy's Expected Result/Impact:</b> Hire and retain qualified applicants <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principals	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Develop a professional development plan, including onboarding, that provides differentiated levels of instruction and support for all instructional, administrative, and support staff. <b>Strategy's Expected Result/Impact:</b> Staff demonstrates proficiency in position-related skills <b>Staff Responsible for Monitoring:</b> Principals, Campus Leaders, Aides	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> SRHS will utilize content specialists to facilitate staff development and coach instruction. <b>Strategy's Expected Result/Impact:</b> Walk-throughs, Observation Summaries, Performance Data <b>Staff Responsible for Monitoring:</b> Principals	Formative		
	Jan	Apr	June

Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Teachers and classroom support staff will have the professional development needed to utilize classroom technology effectively in instruction. <b>Strategy's Expected Result/Impact:</b> Enhanced classroom instruction <b>Staff Responsible for Monitoring:</b> Technology Team	Formative		
	Jan	Apr	June
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. <b>Strategy's Expected Result/Impact:</b> Enhanced classroom instruction for all; staff demonstrates proficiency in position-related skills <b>Staff Responsible for Monitoring:</b> Campus principals Content Specialists	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** We will actively recruit, develop, and retain a highly qualified staff.

**Performance Objective 2:** SRHS leadership will increase staff and student participation involvement in decision making and goal setting to meet the needs of the campus.

**Evaluation Data Sources:** Meeting minutes with participants named and decisions recorded.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide a variety of opportunities for faculty and staff to be involved, get information, make suggestions, and give feedback in order to make informed decisions (i.e. faculty, department, grade level, and committee meetings). Opportunities should include discussions on assessment, behavior, student needs, climate and culture, and overall instructional program. <b>Strategy's Expected Result/Impact:</b> Improved survey and discipline report data, improved campus climate and culture <b>Staff Responsible for Monitoring:</b> All Stakeholders	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ensure that appropriate staff members are represented in meetings and decision making committees in order to make informed decisions concerning all sub groups. Committees include Site Based Decision Making, PBIS, Principals Student Advisory Committee, and other committees established as necessary. <b>Strategy's Expected Result/Impact:</b> Increased scores and success of students, students who are college, career, and military ready <b>Staff Responsible for Monitoring:</b> Campus Leaders and Teachers	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

**Performance Objective 1:** A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their child's education.

**Evaluation Data Sources:** Increased Parent Involvement





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Each club or organization will provide opportunities for parental involvement, such as booster clubs, informational meetings, and other events. All events will be advertised to the community via social media, the school marquee and/or school messenger. <b>Strategy's Expected Result/Impact:</b> Increased attendance at events and informational meetings <b>Staff Responsible for Monitoring:</b> Administrative Staff and Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Increase opportunities and encourage parents to attend meetings (i.e. Open House, 504 mtgs, SPED ARD's, Emergent Bilingual transitions and LPAC, and conferences) and make a good faith effort to provide reasonable support (i.e. Spanish versions and alternate times) as requested. Increase communication and campus awareness (written, marquee signs, via phone systems, electronic media/websites and social media). <b>Strategy's Expected Result/Impact:</b> Increased Parental Involvement <b>Staff Responsible for Monitoring:</b> Principal, SRHS Administration, and staff	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Ensure that all appropriate and relevant parent notifications go home in a timely manner. Ensure that good faith effort and to extent possible, that all communication and school information is sent in the appropriate home language. <b>Strategy's Expected Result/Impact:</b> Increased accessibility of information for parents <b>Staff Responsible for Monitoring:</b> SRHS Administration	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> SRHS faculty and staff will initiate and maintain consistent contact with parents regarding their student's progress. This will be done through phone calls, emails, progress reports, report cards, Skyward Family Access, home visits, and Remind. <b>Strategy's Expected Result/Impact:</b> Increase communication to enable parents to be more informed of student progress/status <b>Staff Responsible for Monitoring:</b> SRHS Administration and Teachers	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide parents opportunity to receive campus assistance setting up Skyward Family Access. <b>Strategy's Expected Result/Impact:</b> Increase parent ability to monitor student progress and intervene as needed <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Faculty and staff will provide evening informational workshops on topics related to academic, college and career readiness and other relevant topics. <b>Strategy's Expected Result/Impact:</b> Increase parent knowledge of aspects within academic readiness <b>Staff Responsible for Monitoring:</b> Counselors	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

**Performance Objective 2:** SRHS faculty and staff will increase community and business partnerships through community outreach by students and staff members.





**Evaluation Data Sources:** Growth of community outreach by student organizations.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create and plan outreach such as; toy drives, food drives, and volunteerism. Connect with community organizations whose purpose aligns with campus efforts. <b>Strategy's Expected Result/Impact:</b> Rise in community projects <b>Staff Responsible for Monitoring:</b> Student Organizations Sponsors & SRHS Administration	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Faculty will organize and provide opportunities for working professionals in varying fields to meet and have discussions with our students. <b>Strategy's Expected Result/Impact:</b> Increase in attendance of events. <b>Staff Responsible for Monitoring:</b> SRHS Administration	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> School partnership will be established with Community in Schools to address student needs. <b>Strategy's Expected Result/Impact:</b> Increase availability of outside resources <b>Staff Responsible for Monitoring:</b> SRHS Administration	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Community resource program will be established to support student needs through partnership with: Food Banks, CIS, Salvation Army, and other available community resources. <b>Strategy's Expected Result/Impact:</b> Increase partnerships with campus-based organizations and businesses <b>Staff Responsible for Monitoring:</b> Student Organization Sponsors and SRHS Administration	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

**Performance Objective 1:** We will utilize PBIS strategies to create a safe environment that promotes positive learning relationships between teachers and students and improve school culture and climate.

**Evaluation Data Sources:** PBIS Discipline Report





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The safe and civil committee will meet monthly to evaluate data. Additionally, leadership team will meet monthly to evaluate data and complete behavior pathways. <b>Strategy's Expected Result/Impact:</b> Decrease discipline referrals to increase seat time <b>Staff Responsible for Monitoring:</b> Safe and Civil Committee	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use PBIS data to make informed decisions for future staff development <b>Strategy's Expected Result/Impact:</b> Quality professional development that aligns with campus needs <b>Staff Responsible for Monitoring:</b> Safe and Civil Committee, Principal, Advisory council	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Offer various student incentives to improve attendance, discipline, and academic performance. <b>Strategy's Expected Result/Impact:</b> Improved attendance, discipline, and academic performance. <b>Staff Responsible for Monitoring:</b> SRHS Administration  <b>Funding Sources:</b> Incentives - State Compensatory Funds - \$288,163.71	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 5:** We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

**Performance Objective 2:** SRHS faculty and staff will teach and model citizenship and promote a sense of campus community for all students and staff.





**Evaluation Data Sources:** Increase attendance, decreased discipline referrals

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Establish PRIDE values that students and staff will be held to. <b>Strategy's Expected Result/Impact:</b> Higher attendance rate, lower discipline rate, more participation of students and staff <b>Staff Responsible for Monitoring:</b> SRHS Administration/Teachers	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teach character education lessons in homeroom developing pride values, and supporting social emotional learning. <b>Strategy's Expected Result/Impact:</b> Lower discipline rate, improvement in mental well-being <b>Staff Responsible for Monitoring:</b> SRHS Administration and Teachers	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Encourage teacher and student involvement in academic and extracurricular activities, and clubs/organizations through 8th grade visits, parent nights, festivals, call outs, social media, open house, intermediate nights, sporting events, and award ceremonies. <b>Strategy's Expected Result/Impact:</b> Increased attendance rate <b>Staff Responsible for Monitoring:</b> SRHS Administration, Teachers, Staff	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Promote teacher involvement through staff incentives such as jeans days, Texan Shout-Outs, Teachers in the Bleachers, Teacher of the Week, and Popcorn Fridays. <b>Strategy's Expected Result/Impact:</b> Higher attendance rate, higher teacher retention rate <b>Staff Responsible for Monitoring:</b> SRHS Administration	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Staff members will integrate opportunities for students to demonstrate responsible use of technology including social media, digital textbooks, and online resources. <b>Strategy's Expected Result/Impact:</b> Increased effective use of appropriate technology <b>Staff Responsible for Monitoring:</b> Principals, Technology Team, Teachers	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

**Performance Objective 3:** To ensure the physical well-being of SRHS faculty, staff and students, they will be given the opportunity to participate in wellness challenges and 100% of students receiving PE credit will participate in the Fitness Gram

**Evaluation Data Sources:** Fitness Gram, Employee Wellness Challenge Participation Data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All non-PE teachers who teach a course in which PE credit can be earned will be trained in executing the exam and entering results annually. Ex. band District personnel and or campus coaching staff will conduct training. <b>Strategy's Expected Result/Impact:</b> Successful administration and 100% participation <b>Staff Responsible for Monitoring:</b> SRHS Administration, Non- PE Staff	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will be given the opportunity to participate in all district Wellness challenges such as the Stress Less or Move More challenges. <b>Strategy's Expected Result/Impact:</b> Increased participation in wellness challenges <b>Staff Responsible for Monitoring:</b> SRHS Administration	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers and students will be encouraged to participate in at least one organized fitness activity per semester. <b>Strategy's Expected Result/Impact:</b> Increased participation <b>Staff Responsible for Monitoring:</b> SRHS Administration  <b>Funding Sources:</b> Fitness Supplies - 199 - General Fund - \$86,668.80	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

**Performance Objective 4:** Develop a school counseling program that allows school counselors to meet student social, emotional needs by following TCA CREST application guidelines.

**Evaluation Data Sources:** TCA Crest Application

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Deliver regularly scheduled guidance lessons during homeroom time. <b>Strategy's Expected Result/Impact:</b> Improved school climate, reduce discipline incidents <b>Staff Responsible for Monitoring:</b> Counseling Team, Advisory Council  <b>Funding Sources:</b> Homeroom Lesson Supplies - State Compensatory Funds - \$288,163.71	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide targeted small group counseling during Texan Time. <b>Strategy's Expected Result/Impact:</b> Individual student data <b>Staff Responsible for Monitoring:</b> Counseling Team	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Review the counseling program goals and objectives to meet the needs of our campus through the advisory committee. <b>Strategy's Expected Result/Impact:</b> Monitoring and continuous improvement <b>Staff Responsible for Monitoring:</b> Advisory Committee, SEL Counselor	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Conduct weekly CTM meetings to evaluate counseling program goals and objectives. <b>Strategy's Expected Result/Impact:</b> Monitoring and movement toward goal mastery <b>Staff Responsible for Monitoring:</b> Counseling Team and Principal	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide community resources and referrals through the Mental Health Festival. <b>Strategy's Expected Result/Impact:</b> Community awareness and access to mental health resources <b>Staff Responsible for Monitoring:</b> Counseling Team, CIS, Fall Festival Planning Committee	Formative		
	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Collaborate with Communities in Schools to provide student responsive services. <b>Strategy's Expected Result/Impact:</b> Increase in student CIS participation <b>Staff Responsible for Monitoring:</b> CIS, Counseling Team	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Provide professional counseling services through Communities in school and TCHATT. <b>Strategy's Expected Result/Impact:</b> Students meeting the goals of the treatment plan <b>Staff Responsible for Monitoring:</b> Counseling Team, District Counselor Specialist, CIS Crisis Counselor	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Staff training and professional development on social emotional learning. <b>Strategy's Expected Result/Impact:</b> Teachers make appropriate student referrals to the counselors <b>Staff Responsible for Monitoring:</b> Principal, Counseling team	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

**Performance Objective 5:** We will work to become a trauma-informed school in which school personnel recognize traumatic stress in students and utilize strategies to guide them through stressful situations.

**Evaluation Data Sources:** Small group and discipline data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Majority of Counselors and assistant principals will become Level 1 Trauma-Certified educators. <b>Strategy's Expected Result/Impact:</b> Administrators will utilize strategies to provide students with coping skills resulting in improved academics and behavior. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	4	We will engage in focused monitoring of the academic progress of our white subgroup on formative assessments and respond with targeted supports to ensure we meet their academic needs in the areas of LAR.
1	1	5	We will engage in focused monitoring of the academic progress of our white subgroup on formative assessments and respond with targeted supports to ensure they are on track to achieve CCMR and graduate with their cohort.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	CTMs meet twice weekly to review lesson plans using the 4 PLC questions, ensuring scope and sequence alignment, aligned learning goals and activities, effective instructional strategies, effective questioning strategies, literacy strategies, and assessment.
1	1	2	Any student who fails an EOC test will be provided remediation: voluntary individual tutorials, Texan Time, reteach opportunities, extended day opportunities, and continual support during the school day in relevant classes.
1	1	3	All staff will attend FOCUS meetings/DWSD to learn appropriate instructional strategies needed to design lessons and assessments aligned to district scope and sequence.
1	2	1	Teachers will incorporate at least one research-based strategy in their instruction daily to support language acquisition.
1	2	2	Teachers will implement structured text annotation strategies to increase student engagement and build literacy skills.
1	3	1	CTMs will adjust instruction and instructional strategies by creating team common assessments.
1	3	2	CTMs will create team common assessments and analyze data, by student by standard, to drive instruction and intervention.
1	5	1	Limited English Proficient students will be provided opportunities and resources, during the school day, to use programs to prepare them for success on STAAR assessments
1	5	2	Teachers will use assessment data and classroom observations to create small group instructional opportunities within the classroom setting to provide targeted instruction.
1	5	3	Teachers will post specific content and language objectives aligned with the district scope and sequence. Language objectives and instruction will target listening, speaking, reading, and writing to support academic language acquisition.
1	5	4	All special population students will be scheduled to attend EOC tutorials before or after school or during assigned Texan Time. Tutorials will be based on areas of in need of improvement as indicated by formative and summative assessments. Targeted in need of improvement will be addressed.
3	1	1	We will provide all teachers with regular training in instructional strategies which are tightly aligned to the TEKS/ELPS and meet the needs of all learners including Gifted and Talented, Emergent Bilingual, Dyslexic, Special Education, Migrant, At-Risk, and all other special populations.
3	1	5	All core teachers with Emergent Bilingual students will be SIOP trained. (SG/Per-Reading ELL; Math ELL; SS ELL)

# State Compensatory

## Budget for Rayburn High School

**Total SCE Funds:** \$1,940,611.00

**Total FTEs Funded by SCE:** 51

**Brief Description of SCE Services and/or Programs**

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## Personnel for Rayburn High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abu-Nima, Motee	Teacher - High School	1
Abuzulof, Rana	Teacher - High School	1
Adkins, Leslie	Teacher - High School	1
Alanis, Elizabeth	Teacher - High School	1
Amezquita, Ana	Paraprofessional - Instructional	1
Armenta, Maria	Teacher - High School	1
Braun, Gerald	Teacher - High School	1
Brown, Zaviana		1
Bryson, Kevin	Teacher - High School	1
Carlson, Stephen		1
Choate, Jerry	Teacher - High School	1
Cloninger, Jennifer	Teacher - High School	1
Cronk, Audra	Teacher - High School	1
Curtis, Jessica		1
Curtis, Michelle	Teacher - High School	1
Diaz, Bertha	Teacher - High School	1
Edge, Elizabeth	Teacher - High School	1
Fleener, Valerie		1



<u>Name</u>	<u>Position</u>	<u>FTE</u>
Fung A Loi, Bianca	Teacher - High School	1
Gabino, Matthew		1
Grochett, Joseph	Teacher - High School	1
Harris, Lance	Teacher - High School	1
Hays, Taylor	Teacher - High School	1
Henry, Matrice	Teacher - High School	1
Hernandez, Kristen	Teacher - High School	1
Hernandez-Okamoto, Alva		1
Imamura, Riku	Teacher - High School	1
Jaime, Nathzely	Teacher - High School	1
Jones, Annie	Teacher - High School	1
Jones, Savanna	Teacher - High School	1
Kelly, Mariah	Teacher - High School	1
Martinez, Melissa	Teacher - High School	1
Medel, Stephen	Teacher - High School	1
Mejia, Jesus	Teacher - High School	1
Mitchell, Theodore	Teacher - High School	1
Perez, Amy	Teacher - High School	1
Qarini, Ismael	Teacher - High School	1
San Luis, Feliziano		1
Santos, Carlos	Teacher - High School	1
Sarabia, Teresa	Teacher - High School	1
Scott, Amanda	Teacher - High School	1
Stanford, Kenneth	Teacher - High School	1
Stashak, Alexandra	Teacher - High School	1
Tancinco, Matthew	Teacher - High School	1
Torres, Maggie	Teacher - High School	1
Troutman, Thomas	Teacher - High School	1
Valverde, Marvin	Teacher - High School	1
Varron, Angelique	Teacher - High School	1
Vu, Kepler	Teacher - High School	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Welborn, Keri	Teacher - High School	1
Wolfe, Diana	Teacher - High School	1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	General Supplies		\$86,668.80
1	4	7	General Supplies	23	\$86,668.80
1	5	1	Software	25	\$86,668.80
1	6	1	General Supplies	21	\$86,668.80
5	3	3	Fitness Supplies		\$86,668.80
Sub-Total					\$433,344.00
Budgeted Fund Source Amount					\$433,344.00
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	General Supplies		\$54,507.89
3	1	1	SIOP Facilitator		\$54,507.89
3	1	1	SIOP Aides		\$54,507.89
3	1	1	Lucha Aide		\$54,507.89
Sub-Total					\$218,031.56
Budgeted Fund Source Amount					\$218,031.56
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies		\$288,163.71
1	2	2	General Supplies		\$288,163.71
1	5	2	Manipulatives		\$288,163.74
2	1	1	Prep Materials, Incentive funding		\$288,163.71
3	1	1	Teachers		\$288,163.71
5	1	3	Incentives		\$288,163.71
5	4	1	Homeroom Lesson Supplies		\$288,163.71

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$2,017,146.00
Budgeted Fund Source Amount					\$2,017,146.00
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Payroll		\$211,487.19
Sub-Total					\$211,487.19
Budgeted Fund Source Amount					\$211,487.19
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies		\$12,600.00
1	5	4			\$12,600.00
Sub-Total					\$25,200.00
Budgeted Fund Source Amount					\$25,200.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,905,208.75
Grand Total Spent					\$2,905,208.75
+/- Difference					\$0.00

# Addendums

## APPENDIX - 2023-2024

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and</li> </ul>	TEC 11.253(d)	Executive Director of Curriculum and Instruction  District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:               <ul style="list-style-type: none"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources  Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021  TEC 37.0831	Associate Superintendent of Special Programs  Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor “Say Something” program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>• Statement that dating violence will not be tolerated.</li> <li>• Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>• Guidelines for students who are victims</li> </ul>	SB9  TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

**Pasadena Independent School District**  
**South Houston High School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

South Houston High School is dedicated to providing an enriched education for all students in a positive, safe and secure environment in order to produce responsible, competitive citizens who will be successful life-long learners in an advanced, technological and multicultural society.

## Vision

The faculty and staff of South Houston High School and its community will **ENSURE** **ALL** students graduate college, career and/or military ready by promoting a positive and enriched educational environment.

## Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allowable under federal regulations. It is in compliance with the federal supplement, not supplant provision.



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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

We have a large number of Classroom Facilitators each year; this year we have 23. We also have a large population of students served through special education and emerging bilingual programs, which pose their own unique challenges for novice educators, and also for some veterans. Through observation and informal inquiry, we have determined that we have a significant number of teachers who are unfamiliar with content TEKS standards, lesson planning development and classroom management strategies. Our main goal is to strengthening Tier 1 instruction to increase student achievement campus wide by aligning instruction and assessment within the PLC, creating and utilizing model lessons, and building collective efficacy.

We are still waiting for the final school accountability rating from TEA. Below is a summary of last year's STAAR data.

## STAAR Data for Spring 2023

- **ELA 1**
  - Approaches 65%, **up** 10% from previous year
  - Meets 48%, **up** 9% from previous year
  - Masters 7%, **up** 1% from previous year
- **ELA 2**
  - Approaches 70%, **up** 7% from previous year
  - Meets 50%, **up** 3% from previous year
  - Masters 2%, **down** 2% from previous year
- **Algebra 1**
  - Approaches 76%, **down** 5% from previous year
  - Meets 30%, **down** 19% from previous year
  - Masters 10%, **down** 12% from previous year
- **Biology**
  - Approaches 90%, **up** 1% from previous year
  - Meets 58%, **down** 7% from previous year
  - Masters 18%, **down** 7% from previous year
- **US History**
  - Approaches 95%, **up** 8% from previous year
  - Meets 65%, **up** 3% from previous year
  - Masters 26%, **down** 8% from previous year

## 2023-2023 Snapshot Student Demographic Information

## Snapshot Enrollment - 2285

- **Ethnicity**
  - African American - 9.7%
  - Hispanic - 87.6%
  - White - 1.5%
- **Gender**
  - Male - 51.8%
  - Female - 48.2%
- **Special Programs**
  - GT - 3.6%
  - SPED - 11.3%
  - LEP - 35.8%
  - 504 - 7%
  - Dyslexia - 5.7%
  - Free & Reduced - 76.4%
  - At Risk - 79.6%

# Priority Problem Statements

**Problem Statement 1:** Our students are not meeting standard on their State assessments at the same rate as our comparison group.

**Root Cause 1:** We have a large number of Classroom Facilitators each year; this year we have 23. They, along with new certified teachers, are unfamiliar with content TEKS standards and lesson planning development.

**Problem Statement 1 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

**Problem Statement 2:** We have a large number of Classroom Facilitators each year; this year we have 23. They, along with new certified teachers, are unfamiliar with content TEKS standards, lesson planning development and classroom management strategies.

**Root Cause 2:** Teaching and is a high stress job with a multitude of requirements and situations for which new teachers are not prepared.

**Problem Statement 2 Areas:** School Culture and Climate - Staff Quality, Recruitment, and Retention - School Context and Organization

# Goals

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 1:** During the 2022-2023 academic year we will utilize research based strategies to meet the needs of all students, and close the achievement gap of diverse student groups and individuals, to increase assessment scores by 5% , while providing access to appropriate and rigorous grade level content.

**District Objective:**





Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** as measured by STAAR, SAT, TSI

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide interventions for students with excessive absences from school: Attendance Contract, Home Visits, BRT. <b>Strategy's Expected Result/Impact:</b> Increase student attendance to increase student performance. <b>Staff Responsible for Monitoring:</b> Attendance Intervention Teachers, Attendance Clerks, Teachers, Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> supplies - 199 - General Fund - \$1,065	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Core area teacher groups will work in PLC to develop rigorous and appropriate curriculum and intervention for students to increased student achievement on STAAR, PSAT, SAT, AP, TSIA, &amp; CCMR.</p> <ul style="list-style-type: none"> <li>*Provide Professional Development</li> <li>*Model Protocols</li> <li>*Calibrate Observations</li> <li>*Observe &amp; Provide Feedback</li> <li>*Provide Coaching and Support for Team/Teachers</li> <li>*Collect Implementation Data</li> <li>*Share Progress Updates in IL Team Meetings</li> <li>*Share Progress Updates in Team/Faculty Meetings</li> <li>*Everyday PLCs in STAAR testing courses</li> <li>*Trojan Time for targeted intervention and support</li> <li>*After School and Saturday Intervention and Enrichment Opportunities for Students</li> <li>*Intervention Teachers in ELA &amp; Math (push in model)</li> <li>*Utilization of Supplemental Aides in STAAR Subjects</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Cycle 1 (Sep-Nov): Compare TEKs from previous STAAR data to the TEKs being assessed during the first two six weeks grading periods, comparison of interim assessments from prior years.</p> <p>Cycle 2(Nov-Jan): Compare PSAT/SAT scores from the October 26th assessment to prior years, continual TEK by TEK comparison from previous STAAR data and what is being assessed in class, comparison of interim assessments from prior years.</p> <p>Cycle 3 (Jan-Mar): Compare MOC STAAR data to previous STAAR &amp; MOC STAAR assessments, continual TEK by TEK comparison from previous STAAR data and what is being assessed in class, comparison of interim assessments from prior years.</p> <p><b>Staff Responsible for Monitoring:</b> CCS, teachers, administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> training, supplies, resources - 199 - General Fund - \$10,000, CCS Salaries - 255 - Title II A - Improving Teacher &amp; Principal Q - \$214,242.22, Teacher Salaries and Substitutes - State Compensatory Funds - \$266,679, supplies, transportation and pay for teachers/para support - Extended Day/Tutorial - \$20,900</p>	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 2:** During the 2022-2023 academic year we will increase student participation in CTE, athletic and fine arts electives by 10% by offering competitive programs and enriching experiences.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use social media marketing and Trojan TV to showcase the various programs and activities happening at SHHS. <b>Strategy's Expected Result/Impact:</b> Increase student participation in programs and activities. <b>Staff Responsible for Monitoring:</b> Campus Administration and program teachers/directors/coaches  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> materials and supplies - 199 - General Fund - \$5,202	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Elective fairs, feeder school visits, and community programs to showcase programs and recruit students into CTE electives. <b>Strategy's Expected Result/Impact:</b> Increase student participation in elective course. <b>Staff Responsible for Monitoring:</b> Counselors, Teachers, Content Administrators  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> transportation, resources, materials - 199 - General Fund - \$5,175	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase participation in athletics and fine arts by providing a competitive and relevant program. <b>Strategy's Expected Result/Impact:</b> Increase student participation in athletics and fine arts programs <b>Staff Responsible for Monitoring:</b> Coaches, directors, counselors, and administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> materials, supplies, fees - 199 - General Fund - \$143,676	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue



**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 3:** To collaboratively work with the District Special Programs Office to ensure 100% compliance with all federal and state requirements.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monitor the number of students with disabilities being removed to ISS, OSS or DAEP and develop strategies for alternative methods of addressing student behavior. <b>Strategy's Expected Result/Impact:</b> Decrease the number of removal days for students with disabilities <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide support and training for teachers who work with EB and Special Education students. (ESL Institute, RISE, CPI, etc.) <b>Strategy's Expected Result/Impact:</b> increase in grades, assessment scores, and graduation rates for EB and Special Education students <b>Staff Responsible for Monitoring:</b> administrators, PFs, teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> salaries and supplies - 263 - Title III A - Bilingual Education, Language - \$135,542.80, training, supplies - 199 - General Fund - \$2,874, General Supplies, Materials and Misc. Operating Costs - State Compensatory Funds - \$10,477	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> we will be in compliance with TBSI requirements <b>Staff Responsible for Monitoring:</b> Administrators, teachers	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





**Goal 2: COLLEGE, CAREER, & MILITARY READY** - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

**Performance Objective 1:** During the 2022-2023 academic year we will increase the enrollment of students in Dual Credit and AP courses by 5%, and increase student participation in PSAT, SAT and AP exams by 10%.

**District Objective:**

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

**HB3 Goal**

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase Dual Credit and AP enrollment: recruitment, ECHS, PL, feeder school visits, teacher recommendation. <b>Strategy's Expected Result/Impact:</b> increase in enrollment for DC and AP courses and provide support for students enrolled in DC and AP courses. <b>Staff Responsible for Monitoring:</b> counselors and administrators  <b>TEA Priorities:</b> Connect high school to career and college - <b>Funding Sources:</b> transportation, supplies, resources - 199 - General Fund - \$31,960	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide extended day for AP students to prepare for their AP exams. <b>Strategy's Expected Result/Impact:</b> increase in AP scores <b>Staff Responsible for Monitoring:</b> teachers, administrators  <b>TEA Priorities:</b> Connect high school to career and college - <b>Funding Sources:</b> resources, transportation, supplies, salaries - 199 - General Fund - \$20,713	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 2: COLLEGE, CAREER, & MILITARY READY** - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

**Performance Objective 2:** 100% of students will receive information and guidance necessary to facilitate successful entry in post secondary education.

**District Objective:**

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

**Evaluation Data Sources:** four year plans, college and trade school admission data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide informational meetings for parents and students: Parent Night, College Fairs <b>Strategy's Expected Result/Impact:</b> increase in post secondary enrollment <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> resources and supplies - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Coordinate college Visits for students to learn requirements, campus life, etc. <b>Strategy's Expected Result/Impact:</b> increase in college enrollment <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> transportation, supplies and resources - 199 - General Fund - \$3,278	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 2: COLLEGE, CAREER, & MILITARY READY** - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

**Performance Objective 3:** Increase student enrollment in CTE career pathways by 10%.

**District Objective:**

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

**Evaluation Data Sources:** CTE certification data and CTE enrollment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: Hold Elective Fairs</b> <b>Strategy's Expected Result/Impact:</b> increase student enrollment in CTE courses <b>Staff Responsible for Monitoring:</b> counselors, teachers  <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> resources, supplies, materials, transportation - 199 - General Fund - \$4,800	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2: Host Career Day</b> <b>Strategy's Expected Result/Impact:</b> Increase student awareness of post secondary career opportunities <b>Staff Responsible for Monitoring:</b> Administrators, teachers, counselors  <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> resources, supplies, materials, transportation - 199 - General Fund - \$4,233	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.





**Performance Objective 1:** For 100% of all professional personnel to be highly qualified.

**District Objective:**

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

**Evaluation Data Sources:** staff roster and certifications

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Attend job fairs, set up interviews and follow up with reference checks. <b>Strategy's Expected Result/Impact:</b> campus will be fully staffed with highly qualified teachers <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam such that all teachers who serve EB students are highly qualified. <b>Strategy's Expected Result/Impact:</b> all teachers serving ellis will be certified <b>Staff Responsible for Monitoring:</b> administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Funding Sources:</b> Teacher Salaries - State Compensatory Funds - \$1,649,736	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Implementation of the Trojan Teacher Academy, which will meet monthly to work with new and other identified teachers on classroom teaching and behavior strategies, working with special population students, intervention, and other school policy and procedures. <b>Strategy's Expected Result/Impact:</b> increase by 10% teacher 5-year retention <b>Staff Responsible for Monitoring:</b> administrators and CCS  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> subs and materials - 199 - General Fund - \$7,135	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

**Performance Objective 2:** To plan and implement at least three teacher appreciation activities during the 2022-23 school year.

**District Objective:**

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

**Evaluation Data Sources:** improve teacher retention and morale

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Plan and host faculty celebrations and awards: recognition and incentives, 12-days of Christmas celebration, Teacher Appreciation Week celebration. <b>Strategy's Expected Result/Impact:</b> improve teacher retention and morale <b>Staff Responsible for Monitoring:</b> administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Funding Sources:</b> supplies - 199 - General Fund - \$26,000	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 4: FAMILY & COMMUNITY ENGAGEMENT** - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

**Performance Objective 1:** Increase parent and community involvement by 10%.

**District Objective:**

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

**Evaluation Data Sources:** meeting and event logs/minutes

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use social media, phone calls, and other methods to advertise and reach out to parents and the community concerning upcoming activities and events happening at SHHS. <b>Strategy's Expected Result/Impact:</b> increased levels of parent participation and community involvement <b>Staff Responsible for Monitoring:</b> Administrators, teacher leaders  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> supplies - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Plan and host community events, such as trunk or treat, to increase family and community involvement. <b>Staff Responsible for Monitoring:</b> selected teachers and admin  <b>Funding Sources:</b> - 199 - General Fund - \$4,038	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			



**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





**Performance Objective 1:** To sustain and focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness.

**District Objective:**

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

**Evaluation Data Sources:** drill logs, campus meeting/training agendas

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Safety plans developed with the assistance of the district BRT for identified students. <b>Strategy's Expected Result/Impact:</b> improved behavior of targeted students and decrease in serious incidents <b>Staff Responsible for Monitoring:</b> Counselors, Administrators, teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of mediation techniques and restorative practices to defuse situations and help students develop appropriate strategies for dealing with conflict. <b>Strategy's Expected Result/Impact:</b> decrease in student conflicts <b>Staff Responsible for Monitoring:</b> Counselors, Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> training and materials - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The campus will provide training and implementation of campus MERT team. <b>Strategy's Expected Result/Impact:</b> prepared and able to react to emergency situations <b>Staff Responsible for Monitoring:</b> administrators, nurse  <b>Funding Sources:</b> training, supplies - 199 - General Fund - \$4,720	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> A Safe and Civil School Committee will meet to review safety and security procedures, emerging trends that may impact schools, and make recommendations to policies and administrative regulations as needed. <b>Strategy's Expected Result/Impact:</b> To create a safe educational environment for all stake holders <b>Staff Responsible for Monitoring:</b> Campus Principal and school administration	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Programs to reduce instances of drug use and conflict and to provide improved communication and ways to alert stakeholders of potential or active emergencies: Guest Speakers, Red Ribbon Week, Safe School Student Ambassadors, No Place for Hate, See Something Say Something, and Implementation of the RAPTOR system for school alerts and notifications. <b>Strategy's Expected Result/Impact:</b> improve communication in the event of localized or school wide issues/emergencies <b>Staff Responsible for Monitoring:</b> campus administration  <b>Funding Sources:</b> - 199 - General Fund - \$10,213	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> SOAR Team for students returning from off campus DAEP placements to develop a re-entry plan so students can be successful upon their return. This strategy includes a vaping prevention course for students who are sent to DAEP for vapes/THC. <b>Strategy's Expected Result/Impact:</b> Reduce the number of times repeat behaviors which sent them to the DAEP. <b>Staff Responsible for Monitoring:</b> Administrators, counselors  <b>Funding Sources:</b> supplies - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6: ANCILLARY SERVICES** - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

**Performance Objective 1:** Maintenance of school and grounds to create a safe and welcoming environment for students, staff, and the community.

**District Objective:**

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

**Evaluation Data Sources:** work orders, survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain a safe, organized, and welcoming school environment. <b>Strategy's Expected Result/Impact:</b> Administrators, clerical, custodial and maintenance staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> supplies, resources - 199 - General Fund - \$57,633	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to improve technology. <b>Strategy's Expected Result/Impact:</b> campus technology and technology infrastructure will be adequate to student and staff needs <b>Staff Responsible for Monitoring:</b> administrators, technology PF and tech  <b>Funding Sources:</b> resources and supplies - 199 - General Fund - \$14,500	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

# State Compensatory

## Budget for South Houston High School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 33**

**Brief Description of SCE Services and/or Programs**

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## Personnel for South Houston High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, Daylan	Teacher - Alternative School	1
Banda, Vanessa	Teacher - High School	1
Boening, Juanita	Teacher - High School	1
Brady, Todd	Teacher - High School	1
Bransom, Mary	Teacher - High School	1
Brown, Marques	Teacher - High School	1
Buenavista, Jesenia	Teacher - High School	1
Chatterton, Steven	Teacher - High School	1
Clifford, Mary	Teacher - High School	1
Contreras, Yahshalowm	Teacher - High School	1
Coslor, Brandon	Teacher - High School	1
Garcia, Humberto	Teacher - High School	1
Garcia, Raymond	Teacher - High School	1
Halvorsen, Mark	Teacher - High School	1
Hansen, John	Teacher - High School	1
Hardin, Patricia	Teacher - High School	1
Hinojosa, Nallely	Teacher - High School	1
Iguess, Tyler	Teacher - High School	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lacamu, Alexander	Teacher - High School	1
Lay, Susan	Teacher - High School	1
Loredo, Agustin	Teacher - High School	1
Macias, Ivan	Teacher - High School	1
Maden, Pauline	Paraprofessional - Instructional	1
Martinez, Annette	Teacher - High School	1
Meyer, Gerald	Teacher - High School	1
Moody, Jonathan	Teacher - High School	1
Nazemi, Fariba	Teacher - High School	1
Oseguera, Michael	Teacher - High School	1
Owens, Colby	Teacher - High School	1
Stott, Charles	Teacher - High School	1
Ware, Brandon	Teacher - Alternative School	1
Whitely, Karessa	Teacher - High School	1
Zamarripa, Omar	Teacher - High School	1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies		\$1,065.00
1	1	2	training, supplies, resources		\$10,000.00
1	2	1	materials and supplies		\$5,202.00
1	2	2	transportation, resources, materials		\$5,175.00
1	2	3	materials, supplies, fees		\$143,676.00
1	3	2	training, supplies		\$2,874.00
2	1	1	transportation, supplies, resources		\$31,960.00
2	1	2	resources, transportation, supplies, salaries		\$20,713.00
2	2	1	resources and supplies		\$2,000.00
2	2	2	transportation, supplies and resources		\$3,278.00
2	3	1	resources, supplies, materials, transportation		\$4,800.00
2	3	2	resources, supplies, materials, transportation		\$4,233.00
3	1	3	subs and materials		\$7,135.00
3	2	1	supplies		\$26,000.00
4	1	1	supplies		\$2,000.00
4	1	2			\$4,038.00
5	1	2	training and materials		\$2,000.00
5	1	3	training, supplies		\$4,720.00
5	1	5			\$10,213.00
5	1	6	supplies		\$1,000.00
6	1	1	supplies, resources		\$57,633.00
6	1	2	resources and supplies		\$14,500.00
Sub-Total					\$364,215.00
Budgeted Fund Source Amount					\$364,215.00
+/- Difference					\$0.00

263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	salaries and supplies		\$135,542.80
Sub-Total					\$135,542.80
Budgeted Fund Source Amount					\$135,542.80
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher Salaries and Substitutes		\$266,679.00
1	3	2	General Supplies, Materials and Misc. Operating Costs		\$10,477.00
3	1	2	Teacher Salaries		\$1,649,736.00
Sub-Total					\$1,926,892.00
Budgeted Fund Source Amount					\$1,926,892.00
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	CCS Salaries		\$214,242.22
Sub-Total					\$214,242.22
Budgeted Fund Source Amount					\$214,242.22
+/- Difference					\$0.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	supplies, transportation and pay for teachers/para support		\$20,900.00
Sub-Total					\$20,900.00
Budgeted Fund Source Amount					\$20,900.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,661,792.02
Grand Total Spent					\$2,661,792.02
+/- Difference					\$0.00

# Addendums



## APPENDIX - 2023-2024

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and</li> </ul>	TEC 11.253(d)	Executive Director of Curriculum and Instruction  District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:               <ul style="list-style-type: none"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources     Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs     Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor "Say Something" program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>Statement that dating violence will not be tolerated.</li> <li>Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>Guidelines for students who are victims</li> </ul>	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023

# **Pasadena Independent School District**

## **Summit**

### **2023-2024 Campus Improvement Plan**



# **Mission Statement**

The Summit is a quality non-traditional program utilizing research-based interventions to focus on meeting academic, emotional and social needs of students and their families. The Summit challenges the students to examine their choices, empowers them to make new and positive choices and mentors them to have the courage to change.

# **Federal Funds Compliance Statement**

The federal funds are reasonable, necessary, allowable and applicable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Students are sent to the Summit and the Guidance Center due to infractions of the Student Code of Conduct. Our student population reflects the demographics of our school district.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

## 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
- Section 504 data
- Homeless data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data

## Parent/Community Data

- Parent surveys and/or other feedback

# Goals

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 1:** With the large number of students assigned to the Summit and Guidance Center for shorter periods we will review using different strategies to provide rigorous and relevant lessons.

**District Objective:**





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** The numbers of students assigned to the Summit and Guidance Center.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Working with School District staff we will support the use of Edgenuity and Schoology to initial credit. <b>Strategy's Expected Result/Impact:</b> That students will be able to stay current with their home campus academic progress while at the Summit and guidance Center. <b>Staff Responsible for Monitoring:</b> Teachers, Counselors and Campus Administration.  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> General Fund - 199 - General Fund	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 2:** Students participating in a bilingual program will be serviced in all core content areas by a teacher with required bilingual certification and/or participating in an ESL program but not being serviced in Language Arts and reading by a teacher with required ESL certification.

**District Objective:**  
Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** teacher certification records.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Work with district specialists to provide certification education opportunities towards bilingual certification for teachers. <b>Strategy's Expected Result/Impact:</b> All bilingual students will have bilingual certified teachers in their classrooms. <b>Staff Responsible for Monitoring:</b> School principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> classes for bilingual certification, substitute teachers. - 199 - General Fund - \$191,805	Formative		
	Jan	Apr	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>			







**Goal 2: COLLEGE, CAREER, & MILITARY READY** - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

**Performance Objective 1:** Students will have a insight into post secondary education opportunities.

**District Objective:**

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

**Evaluation Data Sources:** Graduation rates for students who have been serviced by the Summit and Guidance Center.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Counselors will review graduation plans with all junior and seniors. <b>Strategy's Expected Result/Impact:</b> Students will know what it will take for them to achieve graduation. <b>Staff Responsible for Monitoring:</b> School Counselors  <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> Counselor salaries - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Meet individually with students to discuss graduation requirements, set productive work habits and plan goals for the future. <b>Strategy's Expected Result/Impact:</b> Students will have greater insight into their career goals and how to achieve them.  <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> Salaries - 199 - General Fund	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

**Performance Objective 1:** By January 2024, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

**District Objective:**  
Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

**Evaluation Data Sources:** Staffing reports, training reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will be given leave to pursue certification in ESL during the school day. <b>Strategy's Expected Result/Impact:</b> Larger percentage of the staff will have ESL certification <b>Staff Responsible for Monitoring:</b> Campus admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>Funding Sources:</b> Salaries - 199 - General Fund	Formative		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.





**Performance Objective 2:** Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees on topics including mental health and substance abuse.

**District Objective:**

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

**High Priority**

**Evaluation Data Sources:** Training reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide staff with professional development on mental health and substance abuse issues. <b>Strategy's Expected Result/Impact:</b> An increase in the ability of staff to work with students who are dealing with mental health and substance abuse issues. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> salaries for staff - State Compensatory Funds - \$5,506,330	Formative		
	Jan	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

**Performance Objective 3:** Increase the voice of all stake holders in campus improvement.

**District Objective:**  
Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

**HB3 Goal**

**Evaluation Data Sources:** Staff surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create a Quality Assurance team made up of teachers to work on ad-hoc projects focusing on improving school protocols and procedures. <b>Strategy's Expected Result/Impact:</b> An increase in efficiency in all areas of our campus. <b>Staff Responsible for Monitoring:</b> Teachers, Campus Admin	Formative		
	Jan	Apr	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>			

**Goal 4: FAMILY & COMMUNITY ENGAGEMENT** - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

**Performance Objective 1:** By July 2024, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

**District Objective:**

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

**High Priority**

**Evaluation Data Sources:** Sign-in sheets, parent surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will increase both positive and informative phone calls to parents. <b>Strategy's Expected Result/Impact:</b> Teachers will maintain a log demonstrating an increase in communication between parents and teachers. <b>Staff Responsible for Monitoring:</b> Teachers and campus administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> salaries - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will increase the number of in-person parent meetings. <b>Strategy's Expected Result/Impact:</b> Increase the amount of parent involvement, through meeting with parents. <b>Staff Responsible for Monitoring:</b> Admin  <b>Funding Sources:</b> Teacher salary - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Conduct a series of parent information meetings on substance abuse. these meeting will be both virtual and in-person. <b>Strategy's Expected Result/Impact:</b> It will increase parental knowledge on issues revolving around teen drug use. <b>Staff Responsible for Monitoring:</b> Counselors, Campus Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 1:** By June 2024, we will increase safety and security measures at all levels to train, prepare, respond and recover from all potential threats, natural and man-made. Strategic Plan 5.4

**District Objective:**

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

**High Priority**

**Evaluation Data Sources:** Drills, Simulations, Audits, Committee Meeting Agendas

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create a Safety team to promote safety strategies and maintain a high level of physical safety. <b>Strategy's Expected Result/Impact:</b> The campus will be better prepared to deal with crisis on campus. <b>Staff Responsible for Monitoring:</b> School administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> salaries - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Guidance Center will create protocols for student movement throughout the building. <b>Strategy's Expected Result/Impact:</b> Am increases in student transitions through out the day. <b>Staff Responsible for Monitoring:</b> Campus administration and Guidance Center staff  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> salaries - 199 - General Fund	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 2:** During the 23-24 SY, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

**District Objective:**  
Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

**Evaluation Data Sources:** Sign-in sheets, discipline data, attendance

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Educate staff in restorative practices. <b>Strategy's Expected Result/Impact:</b> An increase in positive student/teacher interactions. <b>Staff Responsible for Monitoring:</b> School administrators.	Formative		
	Jan	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			



**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 3:** An increase in student well-being and self efficacy.

**District Objective:**

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

**Evaluation Data Sources:** Student discipline records and grades.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create a multi-modal curriculum designed to educate students on substance abuse issues. <b>Strategy's Expected Result/Impact:</b> Students will come away with a deeper understanding of their substance habits. <b>Staff Responsible for Monitoring:</b> Summit Substance Abuse specialist, Counselors and Campus Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Computers, work books and space - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Bring in speakers from community agencies to speak to students on substance abuse. <b>Strategy's Expected Result/Impact:</b> Students will gain insight into their use of substances and addiction. <b>Staff Responsible for Monitoring:</b> Counselors and Campus Administration.  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> A space for presenters. - 199 - General Fund	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 4:** Reduce the participation of students in gangs.

**District Objective:**  
Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

**High Priority**

**Evaluation Data Sources:** Student and police reports of gang activity around our schools





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Convene the Pasadena ISD Gang Reduction meetings <b>Strategy's Expected Result/Impact:</b> A reduction in gang related violence in and around PISD schools. <b>Staff Responsible for Monitoring:</b> Summit principal  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> meeting place - 199 - General Fund	Formative		
	Jan	Apr	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>			

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 5:** The campus will decreased the amount of time students who are serviced by special education are in their least restrictive environment.

**High Priority**

**Evaluation Data Sources:** Student discipline records, staffing between campus administrators and special education staff.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus will monitor the number of students with disabilities being removed to ISS, OSS, Guidance Center or DAEP. <b>Strategy's Expected Result/Impact:</b> A reduction in the amount of time a student serviced by Special Education is out of class. <b>Staff Responsible for Monitoring:</b> Campus administrators.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Time - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBIS) requirements. <b>Strategy's Expected Result/Impact:</b> Proper use of appropriate response to responding to aggressive behavior by students. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Special Education District personnel.  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Time - 199 - General Fund	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6: ANCILLARY SERVICES** - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

**Performance Objective 1:** Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

**Evaluation Data Sources:** Parent and employee surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Administrative staff will work with the Welcome Center team to provide client centered service when parents or guardians register their students. <b>Strategy's Expected Result/Impact:</b> An increase in parent satisfaction when registering their students. <b>Staff Responsible for Monitoring:</b> Welcome Center staff and Campus Administration.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		
	Jan	Apr	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>			

# State Compensatory

## Budget for Summit

**Total SCE Funds:** \$2,794,231.00

**Total FTEs Funded by SCE:** 55

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Summit

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alvarado, Brenda Guadalupe	Asst Principal Summit	1
Barkhausen, David	HS History Teacher	1
Bieber, Marcy Evens	Asst Principal Summit	1
Borrego, Guadalupe	Asst Head Cust I (12m)	1
Branch, Julian Paul	Instructional Aide	1
Branscome, Lory Ann	Nurse W/O PK	1
Brown, Sarah Denise	HS AVID Teacher	1
Campos, Liliana Lizbeth	Classroom Facilitator	1
Chargois, Kirk Anthony	Int Character Development Teacher	1
Coronado, Evan Lawrence	Classroom Facilitator	1
Cousins, Katrina E	Mid Sch 5th Grade Teacher	1
Cruz Reyes, Saed Bayoan	HS Math Teacher	1
Dark, Cameron Mikhall	Instructional Aide	1
De Wolfe, Robert Francis	Principal Alt Sch	1
Dickey, Nakeshia Nichole	Counselor Summit Sch	1
Dunlop, Zarnoff Andre	Registrar Summit	1
Fard, Farah Seyedmatin	SPED Gen Res/Support Fac	1
Garcia, Joanna Rocha	Exec Secy Summit	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Garcia, Lorena	Counselor Summit Sch	1
Garcia, Luis E	Int Math Prep	1
Garza, Eugenio	Classroom Facilitator	1
Guerra, Maricela	Attendance Clerk Int Sch	1
Gupta, Sanjay	HS Chemistry Teacher	1
Gutierrez, Seth Aaron	Instructional Aide	1
Hooper, Reese	HS English Teacher	1
Jones, Latela Nicole	HS PE Teacher Boys	1
Limon, Laura Carpenter	Custodian I (12m)	1
Manulak, Shirley Ann	Instructional Aide	1
Marchan, Kyle Daniel	SPED Adaptive Behavior	1
Marin, Martin Eduardo	Classroom Facilitator	1
Morales, Tanya Kay	SPED Aide BSS	1
Mosqueda, Rosa	Head Cust I (12m)	1
Neelley, Janet Laura	Receptionist Summit	1
Neely, Christin Nicole	SPED Classroom Facilitator	1
Pena, Jose Angel	Int Social Studies Teacher 6-8	1
Perez, Samantha Nichole	SPED BSS Teacher	1
Porbandarwala, Jacob Zain	Campus Indep Study Monitor	1
Portillo, Delmy E	Asst Head Cust I (12m)	1
Ramos, Amanda Lynn	Instructional Aide	1
Reyes, Javier	Safe/Drug Free School Facilitator	1
Reyna, Anna Maria	Custodian I (10m)	1
Rincon, Monica	Classroom Facilitator	1
Ritter, Francis Anthony	HS Bus Comp Info Sys Teacher	1
Rubio, Michael Anthony	HS Geography Teacher	1
Salas, Georgina	Custodian I (12m)	1
Sanchez, Stacie Michelle	SPED BSS Teacher	1
Sanchez, Yvonne	Gen Secy AP High Sch	1
Smart, Brea	SPED Gen Res/Support Fac	1
Smith, Jeffrey A	SPED Aide BSS	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Taylor, Olyn Dewey	Int Math Teacher 7-8	1
Torres, Daira Liliana	Clerical Aide Alternative	1
Trawick, Mary Kathryn Brown	HS Biology Teacher	1
Vargas, Maximina	Custodian I (12m)	1
Williams, Wonderful Pelar	Int Life Science Teacher 7th	1
Zarate, Joe R	Int Reading Teacher	1

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Fund		\$0.00
1	2	1	classes for bilingual certification, substitute teachers.		\$191,805.00
2	1	1	Counselor salaries		\$0.00
2	1	2	Salaries		\$0.00
3	1	1	Salaries		\$0.00
4	1	1	salaries		\$0.00
4	1	2	Teacher salary		\$0.00
5	1	1	salaries		\$0.00
5	1	2	salaries		\$0.00
5	3	1	Computers, work books and space		\$0.00
5	3	2	A space for presenters.		\$0.00
5	4	1	meeting place		\$0.00
5	5	1	Time		\$0.00
5	5	2	Time		\$0.00
Sub-Total					\$191,805.00
Budgeted Fund Source Amount					\$191,805.00
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	salaries for staff		\$5,506,330.00
Sub-Total					\$5,506,330.00
Budgeted Fund Source Amount					\$5,506,330.00
+/- Difference					\$0.00
Grand Total Budgeted					\$5,698,135.00
Grand Total Spent					\$5,698,135.00
+/- Difference					\$0.00



# Addendums

## Robert De Wolfe

---

**From:** Ezzard Henton  
**Sent:** Tuesday, October 11, 2022 6:36 PM  
**To:** Robert De Wolfe  
**Subject:** CIP

We had three but not sure the last one was a CIP goal....

### (Increase Campus safety)

Establish and maintain a safe and secure environment for students and staff

Provide campus procedures that increase student monitoring

Implement district interventions that target bullying, harassment, and violence.

Implement research-based campus interventions to decrease on campus drug incidents.

### (Decrease Campus discipline)

Provide district interventions that decrease campus discipline incidents.

Implement campus incentives that re-enforce desired behaviors ←

Provide procedures that increase monitoring of student behaviors

~~Provide~~ Provide systems for communicating with parents about student behaviors

### (Improve Communication between Staff)

*Ezzard C. Henton Jr.  
Assistant Principal  
The Summit/Guidance Center  
(713)740-0290 Ext: 63135*

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# Counseling World Goals

## Goal One: Increase Academic Achievement

Summit School Counselors will help students increase academic achievement and post secondary success by providing individual and/or small group counseling, guidance lessons, prevention education and student interventions.

- Weekly small groups based off of data from the student support services meeting
- Substance abuse student interventions
- Unlimited visions healthy lifestyle groups for all high school students
- Change Happens healthy lifestyle groups for intermediate school students
- Community partner referrals for mental health services

## Goal Two: Personal and Social Development

Summit School Counselors will help students learn to thrive in a learning environment by developing interpersonal skills, building positive relationships, and helping students overcome challenges while recognizing strengths.

- Unlimited groups for interpersonal skills
- Teaching students relationships skills individually and in groups
- Conflict Resolution lessons
- ~~Substance abuse prevention~~
- Drug Free Week

## Goal 3: Workplace Readiness/Career Awareness:

Summit School Counselors will help students understand career interests and abilities.  
Summit School Counselors will help students prepare for either college or the workforce.

- Review academic plans and help students get and remain on track to graduate
- Interest Inventories to identify career pathways
- Invite community partners during college and career week
- Develop productive work habits
- Help students meet all requirements for graduation
- Help students set smart goals to plan for the future

## Robert De Wolfe

---

**From:** Brenda Alvarado  
**Sent:** Tuesday, October 11, 2022 7:06 PM  
**To:** Robert De Wolfe

To increase attendance by 5% by the end of the of the 1st semester of the 2022/2023.

Teacher action plan

~~-phone call to parents-~~

~~-parent conferences~~

-one on one conversations with students

To decrease minor offense office referrals.

Teacher action plan

~~phone call to parent~~

~~parent conferences~~

~~-one on one conversations~~

-breaks/time outs

-lunch detentions

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## Robert De Wolfe

---

**From:** Marcy Bieber  
**Sent:** Wednesday, October 12, 2022 9:49 AM  
**To:** Robert De Wolfe  
**Subject:** Goals for GC

### Guidance Goals

Implement a system for home campuses to send/receive assignments electronically 75% of the time.

#### Action steps:

1. Work with John T Powell at Innovation and Development to set up google site and google form
2. Test the ~~site and form with two Middle Schools~~
3. Implement for all Middle Schools
4. Implement for all Intermediate Schools
5. Implement for all High Schools

Words words words... safety of all students while at the guidance center, including physical safety, and social/emotional safety.

#### Action steps:

1. Teachers will discuss students' academic and social/emotional needs weekly in the PLC.
2. Students with identified needs will be referred to the student services team.
3. Counselor(s) will meet with each student assigned to the guidance center to check on them and offer support if needed. They will make sure students know how to request help.
4. A highly structured transition and check-in process will be used to limit opportunities for students to engage in unsafe behaviors such as fighting or using prohibited substances:



Marcy Bieber

Assistant Principal of Alternative Education PISD  
Soaring to New Heights  
713-740-0290 Ext 63122  
Google Voice: 832-559-2301

*Safety*

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## APPENDIX - 2023-2024

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and</li> </ul>	TEC 11.253(d)	Executive Director of Curriculum and Instruction  District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources  Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs  Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor "Say Something" program.  Educator compliance training rosters in Eduphoria.	 May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>Statement that dating violence will not be tolerated.</li> <li>Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>Guidelines for students who are victims</li> </ul>	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Poqd_EFZBa1rqtbuUPtpN2alMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Poqd_EFZBa1rqtbuUPtpN2alMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDp5wqZ8nFCzzpMAwzYDZIMfMZvtn/view?usp=share_link">https://drive.google.com/file/d/1qtJDp5wqZ8nFCzzpMAwzYDZIMfMZvtn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACelnPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACelnPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQf_DDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQf_DDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRlCrqf3XSGi0OMM-kkTK0GgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRlCrqf3XSGi0OMM-kkTK0GgetKw?usp=share_link</a>	August 2023

**Pasadena Independent School District**  
**Tegeler Career Center**  
**2023-2024 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

**To meet the student academic, social, and emotional needs, Tegeler Community School uses innovative structures and a personalized non-traditional multi-tiered support system (MTSS).**

**Acceler8. Aspire. Ascend. Achieve.**

# Vision

**Students at Tegeler Community School will experience exceptional growth, creating opportunities today and in their futures.**

# Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.



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# Comprehensive Needs Assessment

Revised/Approved: March 8, 2024

## Demographics

### Demographics Summary

	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
7 <sup>th</sup>	49	45	33	50	41	39
8 <sup>th</sup>	65	47	72	75	71	51
9 <sup>th</sup>	45	69	59	72	62	43
10 <sup>th</sup>	65	54	70	49	44	71
11 <sup>th</sup>	47	64	43	37	59	62
12 <sup>th</sup>	69	47	45	66	70	61
<b>TOTAL</b>	<b>340</b>	<b>326</b>	<b>322</b>	<b>349</b>	<b>347</b>	<b>327</b>

The ethnicity breakdown consisted of the following percentages: **Hispanic - 87%, Black - 6.4%, Asian -.3%, 2 or more races - .8%, and White - 5.2%**, remaining constant when compared to the previous school years. Tegeler's special populations comparison is aligned with the students Tegeler has targeted to serve. When compared to district data for grades 7 - 12, Tegeler had significantly less students who were identified as GT and Special Ed. However, the Tegeler populations of students identified as 504, At-Risk, Dyslexia, LEP, and/or on Free & Reduced Lunch were significantly higher than district percentages.

Tegeler's special populations % are summarized below--

Program	%
GT	.3
Special Ed.	5.2
Section 504	17
Dyslexia	8
LEP	34
Free & Reduced Lunch	88
At-Risk	94

## Demographics Strengths

According to Tegeler's demographics data, we are recruiting and serving the target population the district has asked us to serve. We will continue to develop and improve in order to better meet the needs of our student population. This year's goal is to continue to grow in our abilities to reach our new target populations. Additionally, we are establishing and growing our MTSS efforts to support student academic and social emotional needs.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** With the new philosophy of our campus, addressing specific demographic populations as populations themselves is less of a priority than addressing the needs of demographics within the newly targeted population. **Root Cause:** Cause has not yet had an opportunity to be established. We need 1 year of data to determine if we are appropriately meeting the needs of our demographics with our current structures.

# Student Achievement

## Student Achievement Summary

Tegeler by design had traditionally recruited students who were struggling academically at their home campuses. State assessment results showed that while the students continued to struggle in some areas, they were quite capable of achieving success at high levels.

Looking at the new campus mission, the Tegeler team must continue to provide the most effective instruction possible utilizing research-based strategies specifically for at-risk students within the traditional structure of the school day. Through targeted remediation and non-traditional classroom structures, we must create intervention that guides our students in experiencing academic success for themselves with decreasing amounts of tailored support so that they may continue to do so independently when they return to their home campuses.

## Student Achievement Strengths

Due to the significant change in demographics, the data from last year's assessments is inapplicable.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Algebra I will meet at least 80% at meets level on STAAR. ELA will meet at least 60% at meets level on STAAR. Biology will meet at least 80% at meets level in STAAR. **Root Cause:** These are varied and will require further work with this year's students to determine specifics. Generically speaking, lack of academic success in prior years and inconsistent attendance had led to knowledge gaps for the population overall.

# School Culture and Climate

## School Culture and Climate Summary

Tegeler prioritizes physical and emotional safety on campus through a set of disciplinary expectations that are prioritized, clear, and consistent. By assuring that students know expectations are not just words on paper, a culture of increased safety occurs. Structures have been set in place to increase consistency of rules in all parts of the campus, from classroom to hallway to cafeteria; oversight of student traffic flows and interactions has been re-structured. It is expected that there will be a significant and sometimes painful learning curve with both faculty and students who are not accustomed to this approach.

Various programs have been put into place to support the growth of positive relationships between adults and students, decrease punitive responses to behavior, and encourage academic growth as the campus' priority.

## School Culture and Climate Strengths

The campus has significant adult presence in the hallways before school, during passing periods, after school and during lunch.

Teachers utilize the HERO system to recognize positive behavior, which earns students rewards to exchange for store items weekly.

The structure of our daily Homerooms seeks to create positive relationships among students through learning activities.

FLEX time provides for choice of engagement in high-interest activities with teachers.

Establishment of Content Coaches, an SEL Coach, and a Restorative Practices approach to academic and behavioral intervention.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student possession and use of vaping devices is an ongoing concern. Student restrooms, locker rooms and the bus are main the problem areas. **Root Cause:** Availability of vaping products in the community, the growing normalization of drug use, and self-medicating for stress/anxiety/depression are the root causes of this issue.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Teacher retention will likely be high, as about 30% of the teachers on campus have not felt favorably about the shift in direction, leadership, and sub-leadership of the campus. Recruitment of replacement staff does not cause concern as long as those teachers are timely about their transition. As with any campus that experiences significant change, in some cases it is in the best interest of the students and program to experience some turnover.

## Staff Quality, Recruitment, and Retention Strengths

Student safety and welfare is a priority.

8.9 student to teacher ratio.

Non-traditional campus.

Targeted population.

Opportunities to work with at-risk students within a purposeful structure.

Supportive classroom coaching process.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** In past years, 27% of staff feel that clear and open communication throughout the school is a problem or needs improvement. Eliminating this has been a priority for the new campus. **Root Cause:** Bulk of information from multiple sources, timing of information, quantity of information, lack of calendar consistency, lack of prioritization of information.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Tegeler prides itself on provides opportunities for at-risk students with a strong MTSS system infused through every aspect of the campus.

## Curriculum, Instruction, and Assessment Strengths

Curriculum is aligned with TEKS.

Solid vertical and cross curricular alignment.

Strong summer school program.

Effective academic interventions in place.

Coaching support systems have been recently established.

Prioritization of assessment to drive instruction.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** There is a lack of longitudinal data to determine areas of needed growth outside of that acquired by students at their zoned campuses. **Root Cause:** Re-prioritization of campus this school year.

# Parent and Community Engagement

## Parent and Community Engagement Summary

As a school of choice, a parent must interview with their student in order to be accepted. There is a strong initial commitment and communication with each parent. Communication with parents to target problem behaviors is ongoing and supportive.

## Parent and Community Engagement Strengths

Values families and partners.

Positive stakeholder experiences.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Not enough data exists to effectively evaluate parent/community engagement. **Root Cause:** Target population of the campus is inconsistent with strong or consistent parental engagement.



# School Context and Organization

## School Context and Organization Summary

The organization of the school the schedules, calendars, tutoring, support facilitation, and MTSS is collaboratively planned and executed. These items are revisited frequently to meet the current needs of the campus or generate a higher rate of student success.

## School Context and Organization Strengths

Class sizes are small.

Oversight and organizational intervention is structured and strong.

Administrative collaboration is forefront.

Every student is required instructional hours plus FLEX tutorials.

Teacher support through coaching and SEL planning is consistent.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Teacher buy-in for new campus direction is inconsistent and sometimes problematic. **Root Cause:** Significant change from prior year when teachers from both merging campus did not have access to more intricate support systems.

# Technology

## Technology Summary

Technology is widely available and used throughout the campus, from classrooms to common areas and with teachers and students. All facets of Tegeler are planned with a strong technological emphasis in mind.

## Technology Strengths

Blazertime for staff

Blazertime for students

Enriching Students

HERO

Google Drive

Edulastic for daily student assessment feedback

Smartboards

Digital platform usage

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Much of the staff identified that they are not regularly and confidently using HERO and Enriching Students. **Root Cause:** Teachers unwilling to use, internal motivation, training, examples of use, external motivation, understanding of points and rewards.

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- 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
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 1:** Student academic performance as evaluated by STAAR EOC exams will increase 3% in the Meets category for all exams taken by May 2023..

**District Objective:**





Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

**High Priority**

**Evaluation Data Sources:** STAAR results

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize Hattie's "Influences on Student Achievement" to include high pay-off strategies. <b>Strategy's Expected Result/Impact:</b> Implementation of effective strategies in all classrooms on a regular basis <b>Staff Responsible for Monitoring:</b> Principal and AP  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Incorporate regular data reviews in Content and Grade Level meetings to identify problem essential standards and identify students in need of additional support. <b>Strategy's Expected Result/Impact:</b> Move to full PLC vs PLC Lite Emphasize essential standards Improved vertical and horizontal alignment between and across grade levels. <b>Staff Responsible for Monitoring:</b> Instructional Coaches (PF & TF)  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Maximize MTSS (RtI) efforts to ensure all students are reaching their fullest potential including those identified via HB4545. <b>Strategy's Expected Result/Impact:</b> Increased MAP/STAAR/TSIA scores Compliance with HB4545 Providing all students with the support needed for them to be successful including SpED, 504, RtI, DYS, etc.  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - Extended Day/Tutorial - \$600	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 2:** Continue to offer the Tegeler's School of Choice program for PISD students who are struggling academically.

**District Objective:**  
Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**Evaluation Data Sources:** PEIMS reports  
Skyward reports  
Mizuni reports

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recruit and educate PISD students in need of Tegeler as an educational placement option. <b>Strategy's Expected Result/Impact:</b> Individual student success (promotion, HS credit attainment, graduation, etc.) <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 - General Fund - \$113,804	Formative		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			



**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 3:** Ensure 50% of students are actively engaged in an activity, club, or tutorial each day.

**District Objective:**  
Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**Evaluation Data Sources:** ESSER logs, tutoring logs and club sign-in sheets.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide professional training for teachers on utilizing Enriching Students to draft and schedule students to tutoring and clubs during mega lunch. <b>Strategy's Expected Result/Impact:</b> Teachers will have a command of the software to be able to draft students to their club, tutoring, and PIE time while also communicating individual student schedules. Any student can identify their schedule at any time. Any Teacher will be able to identify a group or individual schedule at any time. <b>Staff Responsible for Monitoring:</b> Tech Liaison and Campus Leadership Team	Formative		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





**Performance Objective 4:** Tegeler will follow all policies and procedures to maintain compliance with Special Education requirements. Special Education students will receive appropriate services. Accountability Area Targeted: State Accountability.

**District Objective:**

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**Evaluation Data Sources:** 2022 STAAR Data, compliance data, IEP reviews.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. <b>Strategy's Expected Result/Impact:</b> Disciplinary removals in 2022 will decrease over the number of removals in the 2021 school year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals.  <b>Funding Sources:</b> - 199 - General Fund - \$1,500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> All appropriate staff will receive CPI training. <b>Staff Responsible for Monitoring:</b> Special Education Administrator.	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1: CURRICULUM & INSTRUCTION** - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

**Performance Objective 5:** All policies and procedures will be followed so that Tegeler is in compliance with English Language Learners/Emergent Bilingual Student requirements so all Emergent Bilingual students receive appropriate services.





**District Objective:**

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

**Evaluation Data Sources:** Teacher certification review.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus will follow district policy and work with district personnel to ensure all English teachers serving Emergent Bilingual students hold an ESL certification. <b>Strategy's Expected Result/Impact:</b> All ELAR teachers of record serving Emergent Bilingual students will hold an ESL certification. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Funding Sources:</b> - 199 - General Fund - \$1,500	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 2: COLLEGE, CAREER, & MILITARY READY** - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

**Performance Objective 1:** Increase the percentage of students graduating CCMR ready

**District Objective:**

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

**Evaluation Data Sources:** College Acceptance





CCMR (Accountability)

CCMR (State)

FAFSA/TAFSA completion

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement strategy to ensure all graduates complete their FAFSA or waiver <b>Strategy's Expected Result/Impact:</b> 100% FAFSA/TAFSA completion Increased student/parent awareness <b>Staff Responsible for Monitoring:</b> CCMR Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Promote Portrait of a Pasadena ISD Graduate attributes <b>Strategy's Expected Result/Impact:</b> Increase student awareness of attributes of a successful graduate Build a college-minded student population Communicate with students how to obtain cords, stoles, etc. for graduation Develop responsible citizens <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - \$5,000	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue to grow College Bridge efforts in both CP English and Algebra 3 <b>Strategy's Expected Result/Impact:</b> Increased number of students achieving CCMR in both English and Math Increased percentage of students achieving CCMR for both state accountability and state (self) accountability Promote military service for those interested  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

**Performance Objective 1:** Hire and retain appropriately certified staff

**District Objective:**  
Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

**Evaluation Data Sources:** HR Reports

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Hire and retain appropriately certified staff <b>Strategy's Expected Result/Impact:</b> High quality instruction and support. Attend and market at district job fairs. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	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>			

**Goal 3: HUMAN RESOURCES** - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

**Performance Objective 2:** We will increase clear and open communication with the Tegeler Faculty from 75% to 85% by using Blazertime.org and Trailblazer Express as a central communication hub.

**District Objective:**  
Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

**Evaluation Data Sources:** Active monitoring by administration team to ensure information is timely and accurate. Faculty and staff survey to determine if success is being made.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborate with the librarian to collect messages and information from key stake holders that need to disseminate information. Ensure a consistent weekly message is going out to all stakeholders. Blazertime.org will be updated on a frequent basis as new information, procedure, expectations, and resources are shared.  <b>Strategy's Expected Result/Impact:</b> A weekly focus will ensure consistent monitoring and discussion that the two resources are being updated and informing stakeholders with up to date information in a centralized location.  <b>Staff Responsible for Monitoring:</b> Leadership team in Monday staffing will have a rolling agenda topic to ensure it is getting monitored.  <b>Funding Sources:</b> - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

**Goal 4: FAMILY & COMMUNITY ENGAGEMENT** - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

**Performance Objective 1:** By May 2023, we will consistently increase the amount of parent participation in family events and parent meetings.

**District Objective:**  
Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

**Evaluation Data Sources:** Family event and meeting attendance documentation.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide opportunities for parents to participate in activities such as Parent Night, fieldtrip chaperones, movie nights, and dances. <b>Strategy's Expected Result/Impact:</b> Increased parent participation as evidenced by sign-in sheets. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team  <b>Funding Sources:</b> - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div>			



**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

**Performance Objective 1:** Tegeler will maintain a physically and socially/emotionally safe learning environment.

**District Objective:**

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1





**Evaluation Data Sources:** Fewer office referrals

Fewer ISC/SUS/GC and Summit assignments

Full utilization of counselors, nurse and CIS support

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue Safe and Civil Committee efforts <b>Strategy's Expected Result/Impact:</b> Safe and orderly campus Responsive campus efforts Improved communication between students and staff Teaching positive character traits <b>Staff Responsible for Monitoring:</b> AP  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - 3500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement Safe School Ambassadors program <b>Strategy's Expected Result/Impact:</b> Increase student voice on campus Develop student leaders Increase safety (physical/social/emotional) on campus <b>Staff Responsible for Monitoring:</b> AP  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Incorporate weekly SEL lessons via Mentor Mondays <b>Strategy's Expected Result/Impact:</b> A more socially/emotionally safe campus Teaching students valuable life-long strategies <b>Staff Responsible for Monitoring:</b> Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. <b>Strategy's Expected Result/Impact:</b> Fair and equitable discipline assignments of SpED students <b>Staff Responsible for Monitoring:</b> AP and Special Pops Coord.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. <b>Strategy's Expected Result/Impact:</b> Compliance with restraint requirements <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT** - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





**Performance Objective 2:** Reported bullying incidents will reduce as a result of Tegeler's Bully Prevention Campaign.

**District Objective:**

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

**Evaluation Data Sources:** Reduction in reported bullying incidents (via Skyward discipline data, and Safe & Civil survey results.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Counselors will include lessons on bullying, cyber-bullying and how to report bullying into Mentor Fridays. <b>Strategy's Expected Result/Impact:</b> Students will learn strategies to prevent and report bullying incidents. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Funding Sources:</b> - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Tegeler faculty and staff will carry out a campaign that focuses on appropriate use of Anonymous Alerts Say Something. <b>Strategy's Expected Result/Impact:</b> Students will report accurate and timely information through the system. <b>Staff Responsible for Monitoring:</b> Principal and AP	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Safe School Ambassadors will be trained on specific techniques to disrupt observed bullying behavior and meet frequently with their team group for collaboration. <b>Strategy's Expected Result/Impact:</b> Survey data will show that Tegeler is a safe campus for students and adults. <b>Staff Responsible for Monitoring:</b> Safe School Ambassador Coordinator  <b>Funding Sources:</b> - 199 - General Fund - \$750	Formative		
	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6: ANCILLARY SERVICES** - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

# State Compensatory

## Budget for Tegeler Career Center

**Total SCE Funds:** \$3,970,277.00

**Total FTEs Funded by SCE:** 38

### Brief Description of SCE Services and/or Programs

Tegeler Career Center, a School of Choice campus for struggling students, is fully funded utilizing State Compensatory Funds. We serve a diverse population of at-risk students (at least 90%). Those that are not currently at-risk would become AR if they had not found Tegeler. We recruit students who are not performing satisfactorily on their home campuses who are in need of smaller class sizes and more intensified RTI services in order to be successful. Our efforts include the providing of intervention opportunities through additional personnel to assist during class times as well as built-in Blazertime interventions and tutorial times.

## Personnel for Tegeler Career Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexander, Tanika	Paraprofessional - Instructional	1
Archer, Brianna	Teacher - High School	1
Basye, Laura	Teacher - High School	1
Basye, Vicky	Campus Coach - All Levels	1
Bell, Ashley	Teacher - High School	1
Branscome, Lory	Nurse - All Levels	1
Clark, Jason	Assistant Principal - Intermedia	1
Clark, Lisa	Teacher - High School	1
Clark, Sarah	Teacher - High School	1
Cortez, Gloria	Paraprofessional - Clerical (CO4	1
Davidson, Ronald	Teacher - High School	1
Davila, Amanda	Teacher - High School	1
Davis, Jamie	Teacher - High School	1
Foxx, Wilbert	Teacher - High School	1
Garza, Alfonso	Teacher - High School	1
Garza, Kerri	Paraprofessional - Instructional	1
Haji, Nizar	Teacher - High School	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hobson, George	Counselor - High School	1
Janda, David	Teacher - High School	1
Jarvis, Sheila	Paraprofessional - Instructional	1
Lewis, Traschell	Teacher - High School	1
Martinez, Renee	Teacher - High School	1
Moffett, Linda	Teacher - High School	1
Pate, Jill	Teacher - High School	1
Pavey, Karla	Paraprofessional - Clerical (CO6	1
Peach, Sarah	Teacher - High School	1
Quoyeser, Raymond	Teacher - High School	1
Rhoads, Sharon	Teacher - High School	1
Romero, Sofia	Paraprofessional - Clerical (CO4	1
Sanchez, Olga	Counselor - High School	1
Shaw, Jamilleah	Teacher - High School	1
Steinhoff, William	Teacher - High School	1
Stroud, Joey	Teacher - High School	1
Stroud, Kristi	Teacher - High School	1
Thompson, Elizabeth	Teacher - High School	1
Tran, John	Teacher - High School	1
Watkins, Lyndsay	Teacher - High School	1
Wheeler, Benjamin	Teacher - High School	1

# 2023-2024 Campus Improvement Team

Committee Role	Name	Position
Administrator	Jason Clark	Asst. Principal
Administrator	Olga Sanchez	School Counselor
Classroom Teacher	Wil Foxx	CTE Teacher
Business Representative	Carolyn Lewis	CIS Worker
Paraprofessional	Karla Pavey	School Secretary
Non-classroom Professional	Vicky Basye	Peer Facilitator
Classroom Teacher	Ashley Bell	English RtI Teacher
Classroom Teacher	Sarah Clark	Math RtI Teacher
Classroom Teacher	Stephanie Gobeia	Fine Arts Teacher
Classroom Teacher	David Janda	Math Teacher
Classroom Teacher	Traschell Lewis	ELA Teacher
Classroom Teacher	William Steinhoff	Social Studies Teacher
Classroom Teacher	Amanda Davila	Science Teacher

# Campus Leadership Team

Committee Role	Name	Position
Administrator	Jean Cain	Principal
Administrator	Jason Clark	Asst. Principal
Administrator	Mark Hobson	School Counselor
Administrator	Olga Sanchez	School Counselor
Non-classroom Professional	Jamie Davis	Tech Facilitator
Non-classroom Professional	Vicky Basye	Peer Facilitator



# School Support Team

Committee Role	Name	Position
Administrator	Jean Cain	Principal
Administrator	Jason Clark	Asst. Principal
Administrator	Mark Hobson	School Counselor
Administrator	Olga Sanchez	School Counselor
Non-classroom Professional	Jamie Davis	Tech Facilitator
Non-classroom Professional	Vicky Basye	Peer Facilitator
Non-classroom Professional	Doris Linton	School Nurse
Non-classroom Professional	Virginia Osborne	School Librarian
Paraprofessional	Karla Pavey	School Secretary
Business Representative	Carolyn Lewis	CIS Worker

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$113,804.00
1	4	1			\$1,500.00
1	5	1			\$1,500.00
2	1	1			\$3,000.00
2	1	2			\$5,000.00
2	1	3			\$3,000.00
3	1	1			\$1,000.00
3	2	1			\$3,000.00
4	1	1			\$3,000.00
5	1	1		3500	\$0.00
5	1	3			\$1,000.00
5	2	1			\$1,000.00
5	2	3			\$750.00
Sub-Total					\$137,554.00
Budgeted Fund Source Amount					\$137,554.00
+/- Difference					\$0.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,403,358.00
+/- Difference					\$4,403,358.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$600.00
Sub-Total					\$600.00

Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$1,100.00
+/- Difference					\$500.00
Grand Total Budgeted					\$4,542,012.00
Grand Total Spent					\$138,154.00
+/- Difference					\$4,403,858.00

# Addendums

## APPENDIX - 2023-2024

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy</li> <li>Utilize student fitness assessment data for instructional planning and goal-setting</li> <li>Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and</li> </ul>	TEC 11.253(d)	Executive Director of Curriculum and Instruction  District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>September 12, 2023</li> <li>November 14, 2023</li> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) <ul style="list-style-type: none"> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>				
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
<b>5. Dropout Prevention</b>	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parent Advisory Council (PAC)</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	<p>P.L. 107-110, Section 1415(b)</p> <p>ESSA</p>	<p>Associate Superintendent of Special Programs</p>	<p>ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter</p>	<p>May 2024</p>
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		<p>Associate Superintendent of Campus Development</p>	<p>PISD will follow Board Policy FNE.</p>	<p>May 2024</p>
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Executive Director of Curriculum and Instruction</p> <p>Director of Counseling and College Readiness</p>	<p>PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.</p>	<p>May 2024</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>				
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources  Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b>	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: <ul style="list-style-type: none"> <li>● September 12, 2023</li> <li>● November 14, 2023</li> </ul>



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources     Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	<ul style="list-style-type: none"> <li>February 13, 2024</li> <li>April 9, 2024</li> </ul> Compliance Trainings completed within first six-weeks of school
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs    Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE.  Monitor “Say Something” program.  Educator compliance training rosters in Eduphoria.	May 2024  Compliance Trainings completed within first six-weeks of school
<b>14. Texas Behavior Support Initiative (TBSI)</b>	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<ul style="list-style-type: none"> <li>Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days.  All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement  Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
<b>16. Dating Violence</b> <ul style="list-style-type: none"> <li>Statement that dating violence will not be tolerated.</li> <li>Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>Guidelines for students who are victims</li> </ul>	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<b>17. Algebra 2 is not a graduation requirement</b> <ul style="list-style-type: none"> <li>TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester</li> </ul>	SB 232 (86th)  TEC 28.025	Executive Director, Curriculum & Instruction  Director, Compliance Monitoring  HS Principals	<a href="https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link">https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7lLAB32cgNjsa?usp=share_link</a>	October 2023
<b>18. ASVAB assessment must be offered annually to 10th-12th graders</b>	SB 1843 (2017)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link">https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link</a>	October 2023
<b>19. Accelerated Testers must take SAT or ACT for HS campus accountability</b> <ul style="list-style-type: none"> <li>Accelerated Testers are those who take any EOC taken prior to entering 9th grade</li> </ul>	TEA guidance - February 2022	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link">https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link</a>	October 2023
<b>20. College Preparatory Courses</b>	HB 2223  TEC 28.014 (85th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link">https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link</a>	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
<p><b>21. CPR is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in CPR instruction at least once between 7th and 12th grade</li> </ul>	TEC 28.0023	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Coordinator, Physical Education and Health</p> <p>HS Principals</p>	<a href="https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link">https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link</a>	October 2023
<p><b>22. FAFSA is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation</li> </ul>	HB 3 (2019)	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Director, College Readiness &amp; Counseling</p> <p>Coordinator, Counseling</p> <p>HS Principals HS Counselors College Now Coordinators</p>	<a href="https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link">https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link</a>	October 2023
<p><b>23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement</b></p> <ul style="list-style-type: none"> <li>Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation</li> </ul>	<p>SB 30</p> <p><a href="#">TEA's Flashing Lights webpage</a></p>	<p>Executive Director, Curriculum &amp; Instruction</p> <p>Instructional Specialist, Social Studies 9-12</p>	<a href="https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link">https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link</a>	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
<b>24. Stop the Bleed</b> <ul style="list-style-type: none"> <li>Instruction must be given to staff and offered to students</li> </ul>	TEC 38.030	Executive Director, Curriculum & Instruction  Chief Nursing Officer  Coordinator, Physical Education & Health	<a href="https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link">https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link</a>	October 2023
<b>25. Texas First Diploma</b> <ul style="list-style-type: none"> <li>Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS</li> </ul>	SB 1888 (87th)	Executive Director, Curriculum & Instruction  HS Principals	<a href="https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link">https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link</a>	August 2023