

Pasadena Independent School District

Dobie High School

2022-2023 Campus Improvement Plan

Accountability Rating: B



Mission Statement

We are purpose driven people who create opportunities for learning where relationships are priority, effort is expected, learning is supported and success is celebrated.

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

Revised/Approved: August 16, 2022

Demographics

Demographics Summary

J Frank Dobie High continues to have a diverse population: 65.0% Hispanic, 16.8% African American, 6.2% White, 10.4% Asian, and 1.4% 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	70.6%
9.1% English Learners	10.0%
9.1% Special Education	10.0 %

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%
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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	-16	-4	+1	+3	-8
CAMPUS	-22	-6	+1	+5	-11

MEETS GRADE LEVEL (GROWTH)	ALGEBRA 1	BIOLOGY	ENGLISH 1	ENGLISH 2	US HISTORY
STATE	-20	-7	+0	+8	-4

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

	DOMAIN 1	DOMAIN 2A	DOMAIN 2B	DOMAIN 3	OVERALL
DOBIE (2017-18)	76	70	78	72	76
DOBIE (2018-19)	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: Students are showing growth in STAAR tested areas, all students are not being successful and meeting targets. **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, 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. 13.6% of our staff have 20 years or more of experience in the teaching field as compared to the District at 9.8% and the state at 13%. 23.9% of our staff hold a Masters Degree, as compared to the District at 22.3%, and the state at 25%. 1.7% of our staff hold a Doctorate degree, as compared to the District at 1.0%, and the state at 0.7%.

15.2% of our staff are African American, as compared to the District at 9.9% and the State at 11.1%. 25% of our staff are Hispanic as compared to the District at 38% and the State at 28.4%. 53.6% of our staff are White as compared to the District at 48% and the state at 56.9%.

We have a total professional staff of 287.3 people (90.1%); 239 teachers (75%), 34.1 Professional support (10.7%), 14.1 Campus Leadership (4.4%), 31.7 Educational Aides (9.9%)

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.

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: 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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Goals

Revised/Approved: January 3, 2023





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 1.2 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: Walk-through data, use of one-to-one technology in classrooms, variety of technology utilized for effective instruction





Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Increased scores on formative and summative assessments Staff Responsible for Monitoring: Teachers in the classroom Funding Sources: 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 - \$500	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 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.

Evaluation Data Sources: Formative and Summative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 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 and ESSR Funds.</p> <p>Strategy's Expected Result/Impact: 85% Mastery on all EOC assessments for special population students; increased numbers of students scoring Meets Grade Level on STAAR assessment</p> <p>Staff Responsible for Monitoring: Teachers, Special Education staff, Assistant Principal for each content area</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: Dobie Main Resources needed for training and materials for Special Education teachers and Support Facilitators - 199 - General Fund - \$5,049, Dobie Main Resources needed for training and materials for ESL and SIOP teachers - 199 - General Fund - \$3,537, 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 & Principal Q - \$113,360.17, 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 - \$199,597.84, Resources needed for after school transportation, teacher pay and other materials for Extended Day Students. - Extended Day/Tutorial - \$5,000, Dobie Main Basic Instructional Funding (BFU/OT/FIXED) - 199 - General Fund - \$472,192, Dobie9 Basic Instructional Funding (BFU/OT/FIXED) - 199 - General Fund - \$166,864, Dobie9 Resources needed for training and materials for ESL and SIOP teachers - 199 - General Fund - \$1,576, Dobie9 Resources needed for training and materials for Special Education teachers and Support Facilitators - 199 - General Fund - \$1,946, 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 - \$191,220.32, Dobie Resources needed for Teacher tutorial pay, student transportation and student supplies for HB4545 students - 282 - ESSER III - \$99,619, Dobie Main Resources for Staffing, Substitute teachers, Support Personnel, clerical medical, retirement/TSR Car - State Compensatory Funds - \$2,509,054, Dobie9 Resources for Staffing, Substitute teachers, Support Personnel, clerical medical, retirement/TSR Care - State Compensatory Funds - \$604,441, Dobie Main General Supplies and materials - State Compensatory Funds, Dobie9 Miscellaneous Operating Costs - State Compensatory Funds - \$608,148, Dobie9 Resources needed for Teacher tutorial pay, student transportation and student supplies for HB4545 students - 282 - ESSER III - \$35,381</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education Disciplinary Removals Strategy: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Close monitoring of students with disabilities being removed to ISS, OSS, or DAEP Staff Responsible for Monitoring: Diagnostician, LSSP, and Assistant Principals	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Compliance with Restraint Training and Texas Behavior Support Initiative requirements. Staff Responsible for Monitoring: Assistant Principal	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Increased scores on TELPAS and STAAR for our ESL students Staff Responsible for Monitoring: Assistant Principal, ESL Peer Facilitator	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: By June 2023 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

Evaluation Data Sources: Graduation Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will have preliminary exposure to college level courses and expectations through dual credit courses that sharpen study skills and enable collaboration with peers.</p> <p>Students will transition smoothly from high school to post-secondary school through college orientations and self-advocacy strategies.</p> <p>Students through the use of KHAN academy personalized practice will prepare for PSAT/SAT testing.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increased number of High School students receiving college credit</p> <p>Staff Responsible for Monitoring: Audra Lozano, College Now Coordinator</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Increased number of High School students successfully earning college credits</p> <p>Staff Responsible for Monitoring: Ryan Peel, Dean of Early College High School (ECHS)</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All students will be encouraged to take advanced coursework and participate in ACT,SAT, PSAT testing to ensure they are college/career/military ready.</p> <p>Strategy's Expected Result/Impact: Increased number of High School students successfully earning college credits</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Content Specialists</p> <p>Funding Sources: Dobie Main Resources needed for teacher training, teacher resources and student materials for G/T - 199 - General Fund - \$9,732, Dobie9 Resources needed for teacher training, teacher resources and student materials for G/T - 199 - General Fund - \$3,244</p>	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Increased student participation in program Staff Responsible for Monitoring: AFJROTC leaders	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 1: By January 2023, 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: Increased numbers of Highly Qualified personnel

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Increased number of highly effective teachers on staff. Staff Responsible for Monitoring: Principal, Assistant Principal	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: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.





Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Increased rigorous, relevant instruction noted during walk through; increased scores on formative and summative assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, Content Specialists Funding Sources: Resources are needed for teacher training and materials. - 199 - General Fund - \$500	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 2023, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1





Evaluation Data Sources: Surveys, Participation at events

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Assistant Principals, Leaders of extracurricular activities	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 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		
Strategy 1: 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. Strategy's Expected Result/Impact: Increased business and community involvement Staff Responsible for Monitoring: Principal, Assistant Principal, Content Specialists	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Increased business and community involvement Staff Responsible for Monitoring: Assistant Principals	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: By June 2023, 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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Increased safety and security for Administrators, teachers and students Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Police	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers, support staff and students will be trained in the components of the school safety plan. Strategy's Expected Result/Impact: Increased safety on campus; Increased emotional safety Staff Responsible for Monitoring: Crisis Management Team, Counseling Team	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increased awareness of bullying; increased knowledge on how to effectively help students who report bullying issues. Staff Responsible for Monitoring: 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 22-23 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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Increased Social/Emotional health of students as indicated by improved attendance, success in academics, increased involvement in School Programs Staff Responsible for Monitoring: Administrators, Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Successful student transition from Intermediate School to High School Staff Responsible for Monitoring: Administrators, counselors	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: Structure innovative technology solutions to provide service and educational options and opportunities.

Strategy 1 Details	Formative Reviews		
Strategy 1: TechPrep/CATE will be offered as an option to students with interests in career technology. The program will provide all students with relevant, rigorous educational opportunities to prepare them for success in post-secondary education and/or entrance into the workforce upon high school graduation. Students will be given opportunities for occupational certifications and/or articulated credit through Tech-Prep agreements. Strategy's Expected Result/Impact: Increased enrollment in post-secondary education Staff Responsible for Monitoring: CATE Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The Personalized Learning Program provides opportunity for students to experience an on-line, self-paced learning program, within a classroom and guided by a classroom teacher. Students work through modules of learning with instructional support when needed. Rigorous, relevant projects are part of the on-line program providing stretch learning for the students as they apply what they learn in various ways. Strategy's Expected Result/Impact: Increased enrollment in post-secondary education Staff Responsible for Monitoring: PL teachers, Assistant Principal	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 and ESSR Funds.

State Compensatory

Budget for Dobie High School

Total SCE Funds: \$3,279,942.00

Total FTEs Funded by SCE: 74

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 Leeann	HS Chemistry Teacher	1
Aguilar, Kristen Nicole	HS Physics Teacher	1
Alexander, Marissa	HS English Teacher	1
Alexander, Michael Ali	HS English Teacher	1
Ayala, Susan Lynn	HS Geography Teacher (Comp Ed)	1
Benavides, Angelica Michelle	HS History Teacher (Comp Ed)	1
Berreth, Dianne Elizabeth	HS Chemistry Teacher	1
Bowyer, Tiffany Shawn	HS Teen Leadership Teacher (Comp Ed)	1
Brown, Kelli Laverne	HS Biology Teacher	1
Capell, Lynn Marie	HS Math Teacher	1
Cerre, Elke Diana	HS English Teacher	1
Connell, Tracy Lynn	Lang Arts Comp Aide Sec	1
Cooling-Davis, Kellymary Allison	HS English Teacher (Comp Ed)	1
Daugherty, William R	HS History Teacher	1
Davis, Larry Scott	HS Math Teacher (Comp Ed)	1
Duda, Joseph Michael	HS Physics Teacher (Comp Ed)	1
Eads, Kathy	HS Economics Teacher (Comp Ed)	1
Ediger, Kyle Devin	HS Tech Facilitator (Comp Ed)	1
Esparza, Jose Antonio	HS Math Teacher (Comp Ed)	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Evans, Jordan David	HS Math Teacher (Comp Ed)	1
Galindo, Lizbeth	HS Math Teacher (Comp Ed)	1
Garcia, Alexander	HS English Teacher	1
Gaston, Angela C	HS SIOP Social Studies Teacher	1
George, Jessy	HS Chemistry Teacher	1
Gomez, Genesis Elvira	HS Geography Teacher	1
Gonzalez, Veronica Garcia	HS Spanish Teacher	1
Gutierrez, Edwin	HS History Teacher (HS Allot)	1
Hall, Chastity Scott	HS Math Teacher	1
Huysman, Eric Kristian	HS Math Teacher	1
Janis, Joseph David	HS History Teacher	1
Kemp, Nichole K	HS Government Teacher	1
Kirkpatrick, Andrew Louis	HS Math Teacher (Comp Ed)	1
Kneisler, John Earl	HS Marine Science Teacher (Comp Ed)	1
Lai Zayas, Iris Nereida	HS Spanish Teacher	1
Lambert, Megan Elizabeth	HS Government Teacher (Comp Ed)	1
Landrum, Patricia Irene	HS IPC Teacher	1
Landry, Cohen Paul	HS English Teacher (Comp Ed)	1
Langston, Amanda Gayle	HS Biology Teacher	1
Locklear, Susan Marie	HS Geography Teacher	1
Manahan, Colin Billings	HS Physics Teacher	1
Mathews, Aaron	HS History Teacher (Comp Ed)	1
Mcneill, Clarence E	HS Asst Dir Band	1
Mcneill, Clarence E	Extra Days 15	1
Mendez, Marianela De Jesus	HS Spanish Teacher	1
Mull, Sonja Anne	HS Math Teacher	1
Munoz, Gabriel Alexis	HS Math Teacher	1
Mutz, Cindy F	HS IPC Teacher (Comp Ed)	1
Nweke, Maureen Obiageli	HS Biology Teacher	1
Paul, Franklin D	HS Government Teacher (Comp Ed)	1
Perez, Samantha	HS Geography Teacher (Comp Ed)	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Pheister, Robert Edward	HS SIOP Math Teacher	1
Ponce, Anthony	HS Economics Teacher	1
Rampp, William Bradley	HS Math Teacher (Comp Ed)	1
Rodriguez, Rachel Anne	HS SIOP English Teacher	1
Scheffer, David Matthew	HS SIOP English Teacher	1
Seigler-Keton, Leslie A	HS Math Teacher (Comp Ed)	1
Shaukat, Faryal	HS Biology Teacher	1
Shaukat, Reema	HS Math Teacher	1
Sims, Lori Nell	HS History Teacher	1
Sinski, Rayanne Leslie Gillespi	HS English Teacher (Comp Ed)	1
Smith, Amy Elizabeth	HS English Teacher (Comp Ed)	1
Tenorio, Ruth Estela	CCS HS - MATH 215 DAYS	1
Torres, Miguel Angel	HS History Teacher (Comp Ed)	1
Ullman, Clara Constanza	HS Spanish Teacher	1
Umansor, Imelda Galvan	College Access Advisor	1
Valencia, Ana Margarita	HS Spanish Teacher	1
Valerio, Karrie Adeline	HS Math Teacher	1
Vega, Elyssa Corinn	HS Precision Dance Teacher	1
Veloz, Monica	HS English Teacher (HS Allot)	1
Villacorta, Vanity Cassandra	PLATO Lab Aide	1
Villacorta, Vivian Alexandra	PLATO Lab Aide	1
Williams, Mildred L	HS IPC Teacher (Comp Ed)	1
Wissel, Christopher David	HS Math Teacher	1
Woodruff, Shay Elaine	HS English Teacher	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		\$500.00
1	2	1	Dobie9 Resources needed for training and materials for ESL and SIOP teachers		\$1,576.00
1	2	1	Dobie9 Resources needed for training and materials for Special Education teachers and Support Facilitators		\$1,946.00
1	2	1	Dobie9 Basic Instructional Funding (BFU/OT/FIXED)		\$166,864.00
1	2	1	Dobie Main Basic Instructional Funding (BFU/OT/FIXED)		\$472,192.00
1	2	1	Dobie Main Resources needed for training and materials for ESL and SIOP teachers		\$3,537.00
1	2	1	Dobie Main Resources needed for training and materials for Special Education teachers and Support Facilitators		\$5,049.00
2	1	3	Dobie9 Resources needed for teacher training, teacher resources and student materials for G/T		\$3,244.00
2	1	3	Dobie Main Resources needed for teacher training, teacher resources and student materials for G/T		\$9,732.00
3	2	1	Resources are needed for teacher training and materials.		\$500.00
Sub-Total					\$665,140.00
Budgeted Fund Source Amount					\$665,140.00
+/- 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		\$191,220.32
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		\$199,597.84
Sub-Total					\$390,818.16
Budgeted Fund Source Amount					\$390,818.16
+/- 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		\$113,360.17
Sub-Total					\$113,360.17
Budgeted Fund Source Amount					\$113,360.17
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Dobie Resources needed for Teacher tutorial pay, student transportation and student supplies for HB4545 students		\$99,619.00
1	2	1	Dobie9 Resources needed for Teacher tutorial pay, student transportation and student supplies for HB4545 students		\$35,381.00
Sub-Total					\$135,000.00
Budgeted Fund Source Amount					\$135,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,304,318.33
Grand Total Spent					\$1,304,318.33
+/- 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

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

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

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 - 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)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	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
2. Coordinated Health Program <ul style="list-style-type: none"> 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 Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting 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 	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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

<p>objectives (including PE minutes, lunch schedules and recess).</p> <ul style="list-style-type: none"> • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 				
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<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>4. District's Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> • Evaluation – every two years 	<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>5. Dropout Prevention</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>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> • Treatment and accelerated reading program 	<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>7. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	<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"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	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
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	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"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<p>TEC 38.0041(c) 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>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> 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"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure 	<p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) 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"> ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2)</p> <p>TEC 37.0021</p> <p>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>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D)</p> <p>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>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<p>SB9</p> <p>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
Dr. Kirk Lewis Career and Technical High School
2022-2023 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 2022-23 Campus 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, and 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 2022-23 CTHS CLT Members are:

ROLE	LAST	FIRST	REPRESENTING	DESCRIPTION	Year(s)
Student	Amador Carcamo	Dianka	Grade 12 Students	Student	22-23
Career & Community Coordinator	Barnes	Diane	Field Trips, Events, etc.	Teacher	22-23
Special Education Teacher	Barzilla	Scott	Special Education Department	Teacher	22-23
Librarian	Brabston	Jennifer	Library & Campus Web Master	Teacher	22-23
English Teacher	Bujnoch	Patricia	ELA Department	Teacher	22-23
Asst. Principal	Cass	Matthew	Administration	Administrator	22-23
Science Teacher	Chandler	David	Science Department	Teacher	21-22, 22-23
Technology Facilitator	Crawford	Andy	Technology Team	Teacher	22-23
District Representative	Crews	Jami	District	District professional	21-22, 22-23
Principal	Fleming	Steven	Non-Voting	Administrator	21-22, 22-23
Counselor	Flores	Christina	Counseling	Administrator	22-23
World Language Teacher	Garcia	Yarith	LOTE Department	Teacher	22-23
Business/Industry Partner	Higgins	Trey	Business/Industry Partner	Business representative	21-22, 22-23
Parent	Higgins	Trey	Parent(s)	Parent	21-22, 22-23
Campus Content Specialist	Luciano	Gabe	Campus Content Specialists	Non-classroom professional	22-23
Student	Martinez	Zaid	Grade 10 Students	Student	22-23
Student	Meyers	Caleb	Grade 9 Students	Student	22-23
Student	Ocanas	Fatima	Grade 11 Students	Student	22-23
Math Teacher	Paez	Christopher	Math Department	Teacher	22-23
AVID Teacher	Patterson	Carol	ESL/SIOP/AVID	Teacher	21-22, 22-23

ROLE	LAST	FIRST	REPRESENTING	DESCRIPTION	Year(s)
CTE Teacher	Ryan	Melissa	CTE Department	Teacher	21-22, 22-23
Social Studies Teacher	Smith	Peyton	Social Studies Department	Teacher	22-23
Testing Coordinator	Smith	Sarah	Testing & Instructional Materials	Non-classroom professional	22-23
Physical Fitness Teacher	Waller	Brad	Art/P.E./Health	Teacher	22-23

Campus Needs Assessment Process:

The CLT began with the 2021-22 Campus Improvement Plan (CIP). Each performance objective and strategy was reviewed at the September 2022 CLT meeting (see meeting minutes). CLT members serve as team leaders for specific 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 2022-23 CIP. Members had the month of September 2022 to complete their work and submit their recommendations for the 2022-23 CIP. Recommendations were then compiled and strategies were revised, added or removed as needed. The revised 2022-23 CIP was presented to the CLT at the October 2022 meeting for approval. The CLT member assignments for the CIP revision are listed below:

21-22 Goal	21-22 Performance Objective	21-22 Strategy	Review Team Leader	Review Decision
1	1	1	Scott Barzilla	Revise/Edit/Update
1	1	2	Amanda Noyes	Revise/Edit/Update
1	1	3	Abel Cass	Revise/Edit/Update
1	1	4	Scott Barzilla	Revise/Edit/Update
1	2	1	Steve Fleming	Remove b/c Completed
1	2	2	Chris Paez	Revise/Edit/Update
1	2	3	Gabe Luciano	Revise/Edit/Update
1	2	4	Jennifer Brabston	Revise/Edit/Update
1	3	1	Patricia Bujnoch	Revise/Edit/Update
1	3	2	Patricia Bujnoch	Revise/Edit/Update
1	3	3	Patricia Bujnoch	Revise/Edit/Update
1	3	4	Chris Paez	Revise/Edit/Update
1	3	5	Chris Paez	Revise/Edit/Update
1	3	6	David Chandler	Revise/Edit/Update
1	3	7	Peyton Smith	Revise/Edit/Update
1	3	8	Gabe Luciano	Revise/Edit/Update
1	3	9	Steve Fleming	Revise/Edit/Update
1	4	1	Sarah Smith	Revise/Edit/Update
1	4	2	Sarah Smith	Revise/Edit/Update
2	1	1	Tammy Gernander	Revise/Edit/Update
2	1	2	Tammy Gernander	Revise/Edit/Update
2	1	3	Carol Patterson	Revise/Edit/Update
2	2	1	Steve Fleming	Remove b/c Completed
2	3	1	Steve Fleming	Revise/Edit/Update

21-22 Goal	21-22 Performance Objective	21-22 Strategy	Review Team Leader	Review Decision
2	3	2	Tammy Gernander	Revise/Edit/Update
2	4	1	Abel Cass	Revise/Edit/Update
2	5	1	Steve Fleming	Remove b/c Completed
2	5	2	Melissa Ryan	Revise/Edit/Update
2	6	1	Diane Barnes	Revise/Edit/Update
2	7	1	Diane Barnes	Revise/Edit/Update
3	1	1	Gabe Luciano	Revise/Edit/Update
3	1	2	Abel Cass	Revise/Edit/Update
4	1	1	Christina Flores	Revise/Edit/Update
4	1	2	Steve Fleming	Remove b/c Completed
5	1	1	Abel Cass	Combine w other Strategy
5	1	2	Steve Fleming	Revise/Edit/Update
5	1	3	Steve Fleming	Remove b/c Completed
5	1	4	Steve Fleming	Remove b/c Completed
5	2	1	Abel Cass	Revise/Edit/Update
5	3	1	Zaid Martinez	Revise/Edit/Update
5	4	1	Brad Waller	Revise/Edit/Update
5	4	2	Brad Waller	Revise/Edit/Update
5	5	1	Dianka Amador Carcamo	Revise/Edit/Update
5	5	2	Chris Paez	Revise/Edit/Update
5	5	3	Chris Paez	Revise/Edit/Update
5	6	1	Steve Fleming	Remove b/c Completed
5	6	2	Steve Fleming	Remove b/c Completed
6	1	1	Steve Fleming	Remove b/c Completed
6	1	2	Steve Fleming	Remove b/c Completed
6	1	3	Steve Fleming	Remove b/c Completed

Demographics

Demographics Summary

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 1423 students in grades 9-12 and 30 students in Pre-Kindergarten grades PK-3 and PK-4 in the Pasadena Independent School District. This is a decrease of 11 high school students from the previous school year.

In the 2022-23 School Year,

SCHOOL ENROLLMENT – CURRENT YEAR

GRADE	NUMBER OF STUDENTS ENROLLED
09	384
10	346
11	350
12	343
HS TOTAL	1423
PK 3 & 4	30
CAMPUS TOTAL	1453

SCHOOL ENROLLMENT – 8 YEAR HISTORICAL

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

The overall CTHS student enrollment is remaining steady, with only a slight decrease of 10 students from the previous year. We are returning to pre-COVID enrollment levels with the same total student enrollment as in the 2019-20 school year.

RACE/ETHNICITY (Student Reported) for the 2022-23 School Year

ETHNIC GROUP	NUMBER OF STUDENTS SELF-REPORTED	SCHOOL PERCENTAGE
Asian	30	2.06%
Black	42	2.89%
Hispanic	1284	88.37%
Indian	0	0.00%
Pacific Islander	0	0.00%
Two or More Ethnic Groups	6	0.41%
White	91	6.26%

CTHS Race/Ethnicity data continues to show our Hispanic student group as the predominant race/ethnicity group at over 88% with White students at 6.26%, African American at almost 3%, and Asian students at 2%.

This is an decrease of 1% for White students and a slight increase for Asian students. The other groups remain at consistent percentages.

MALE & FEMALE (Student Reported)

SEX	NUMBER OF STUDENTS	SCHOOL PERCENTAGE
Female	700	48.2%
Male	753	51.8%

This year, we have a 1.1% decrease 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	906	62.35%
English	518	35.65%
Vietnamese	24	1.65%
Urdu	3	0.21%
Arabic	1	0.07%

62% of CTHS students report that Spanish is their predominant home language. We have a 1% increase in English as a primary home language and a 0.2% increase in Vietnamese as the primary home language.

MEAL STATUS (Student Reported)

MEAL STATUS	NUMBER OF STUDENTS	SCHOOL PERCENTAGE
Free	1051	72.33%
Reduced Price	149	10.25%
None	253	17.41%

We have seen a very large change in our student meal status this year. We have seen an increase of 16% (56% to 72%) in the number of students receiving free meal status and a doubling of students (5% to 10%) of students receiving reduced price lunches. We must be mindful of these changes as we consider the costs for school-related supplies and events on our families and students!

STUDENT GROUPS

GROUP	22-23 STUDENTS	22-23 SCHOOL PERCENTAGE	PERCENTAGE CHANGE FROM PREVIOUS YEAR
Gifted/Talented	103	7.1%	0.0%
Special Education	84	5.8	0.0%
English Learners	295	20.3%	+ 4.0%
Monitor 1 EL	1	0.1%	- 0.4%
Monitor 2 EL	15	1.0%	+ 0.5%
Migrant	1	0.1	+ 0.1%
Bilingual	270	18.6	+ 2.3%
Free or Reduced Price Meals	1110	76.4%	+ 14.5%
At-Risk	851	58.6%	+ 9.4%
Section 504	133	9.2%	+ 0.6%
Dyslexia	80	5.5%	+ 0.1%

Significant changes in our student group data continues to be the increase in the number of English Learners (EL) and bilingual students. These changes are reflected in our campus TELPAS and STAAR/EOC scores. We also see a huge increase in the number of student receiving free or reduced price meals. Our percentage of at-risk students also continues to increase significantly and students receiving Section 504 services also increased. 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

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		

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
Comparative Academic Growth	YES
Postsecondary Readiness	YES
Comparative Closing the Gaps	YES

DOMAIN RATINGS 4 YEAR COMPARISONS

DOMAIN 1: STUDENT ACHIEVEMENT (Component Scores)

	2021-22	2020-21	2019-20	2018-19
STAAR Performance	60	60	Not rated due to COVID -19	62
College, Career and Military Readiness	73	75	Not rated due to COVID -19	Not campus of accountability
Graduation Rate	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)

	2021-22	2020-21	2019-20	2018-19
Academic Growth	77	N/A	Not rated due to COVID -19	76
Relative Performance	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

	2021-22	2020-21	2019-20	2018-19
Academic Achievement Status	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	Change 21:22
CTHS % at Approaches Grade Level	96	92	97	NS	92	96	+4
CTHS % at Meets Grade Level	49	49	84	NS	56	68	+12
CTHS % at Masters Grade Level	15	20	54	NS	27	37	+10
PISD % at Meets Grade Level	50	57	83	NS	57	67	+12
Texas % at Meets Grade Level	56	61	66	NS	42	52	+10

- On the Algebra I EOC examination:
 - Approaches Grade level made an increase of 4% from the previous year.
 - Meets Grade level made an increase of 12% from the previous year.
 - Masters Grade level made an increase of 10% from the previous year.
- All areas of performance measured on the Algebra I EOC made improvement from the previous school 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	Change 21:22
CTHS % at Approaches Grade Level	79	80	85	NS	80	84	+4
CTHS % at Meets Grade Level	61	61	70	NS	60	66	+6
CTHS % at Masters Grade Level	6	8	10	NS	10	10	0
PISD % at Meets Grade Level	43	47	56	NS	48	51	+3
Texas % at Meets Grade Level	54	54	60	NS	55	56	+1

- On the English Language Arts I EOC examination:
 - Approaches Grade level made an increase of 4% from the previous year.
 - Meets Grade level made an increase of 6% from the previous year.
 - Masters Grade level remained unchanged from the previous year.
 - CTHS students performed 15% higher than the district and 10% higher than the state at the meets expectations level.

DOMAIN 1: PERFORMANCE – English II EOC

	2017	2018	2019	2020	2021	2022	Change 21:22
CTHS % at Approaches Grade Level	84	85	85	NS	87	83	-4
CTHS % at Meets Grade Level	70	67	63	NS	74	71	-3
CTHS % at Masters Grade Level	9	9	8	NS	10	8	-2
PISD % at Meets Grade Level	44	50	53	NS	55	60	+2
Texas % at Meets Grade Level	54	60	60	NS	61	64	+1

On the English Language Arts II EOC examination:

- Approaches Grade level declined by 4% from the previous year.
- Meets Grade level declined by 3% from the previous year.
- Masters Grade level declined by 2% from the previous year.
- CTHS is 11% above the district average and 7% above the state average performance at Meets Grade level.

DOMAIN 1: PERFORMANCE – Biology EOC

	2017	2018	2019	2020	2021	2022	Change 21:22
CTHS % at Approaches Grade Level	97	95	99	NS	93	97	+4
CTHS % at Meets Grade Level	73	76	85	NS	74	82	+8
CTHS % at Masters Grade Level	29	33	35	NS	25	32	+7
PISD % at Meets Grade Level	58	64	67	NS	55	66	+11
Texas % at Meets Grade Level	62	64	67	NS	56	62	+6

- On the Biology EOC examination:
 - Approaches Grade level increased by 4% from the previous year.
 - Meets Grade level increased by 8% from the previous year.
 - Masters Grade level increased by 7% from the previous year.
 - CTHS demonstrated an increase at all performance levels on the Biology I EOC.
 - 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	Change 21:22
CTHS % at Approaches Grade Level	98	99	99	NS	97	97	0
CTHS % at Meets Grade Level	80	88	83	NS	83	87	+4
CTHS % at Masters Grade Level	49	57	53	NS	50	58	+8
PISD % at Meets Grade Level	71	73	76	NS	65	71	+6
Texas % at Meets Grade Level	69	74	77	NS	70	74	+4

- On the U. S. History EOC examination:
 - Approaches Grade level, our scores remained unchanged from the previous year.
 - Meets Grade level saw an increase of 4% from the previous year.
 - Masters Grade level had an increase of 8% from the previous year.
 - CTHS demonstrated a 16% higher performance than the district and a 13% higher performance than the state at the meets grade level.

DOMAIN 2: ACADEMIC GROWTH

Both Subjects (ELA & Mathematics)	Rate 77
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.

Our Grade 10 scores increased from Fall 2019 to Fall 2020, but decreased again in Fall 2021.

Our Grade 11 scores have decreased slightly from Fall 2019 to Fall 2020 and Fall 2021.

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.

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

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.

	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	CTHS	929	467	462	20%	41%	21%	58%
Class 2020	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	CTHS	915	461	455	15%	37%	17%	60%
Class 2021	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	CTHS	957	476	481	21%	40%	24%	57%
Class 2021	PISD	912	456	456	18%	37%	20%	60%
	Texas	995	503	492	34%	59%	36%	39%
	Total	1031	523	508	41%	65%	43%	33%

	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 2021	CTHS	904	456	448	15%	40%	17%	59%
	PISD	889	449	440	14%	34%	15%	64%
Class 2022	Texas	988	498	490	32%	56%	34%	42%
	Total	998	506	493	34%	57%	35%	41%
Fall 2021	CTHS	926	469	458	18%	41%	19%	58%
	PISD	893	454	439	15%	34%	17%	64%
Class 2022	Texas	945	479	466	22%	46%	25%	52%
	Total	963	491	472	27%	49%	29%	49%
Spring 2022	CTHS	905	460	445	13%	42%	17%	54%
	PISD	879	445	435	15%	34%	16%	64%
Class 2023	Texas	958	486	471	27%	51%	29%	47%
	Total	962	490	472	28%	52%	30%	46%

CTHS SAT data trends from Fall 2019-Spring 2022 are:

- Mean Total Score
 - CTHS Mean total score varies slightly, but continues in range from 904 to 957, while the PISD mean total score ranges from 879-912. CTHS students perform higher than the district mean total score each year. The Texas mean total scores ranges from 945-998 and CTHS students perform lower than the Texas mean score each year.
- % Meeting Both English/Reading/Writing (ERW) and Mathematics Benchmarks
 - CTHS students continue to perform in a low range from 13-21% meeting both the ERW and Mathematics Benchmarks. Our students perform at about the same level as all PISD students who range from 14-18%. Our students perform lower than the Texas mean percentage which ranges from 22-34%.
- % Meeting English/Reading/Writing (ERW) Benchmark
 - CTHS students perform in a range from 37-42% of students who met the ERW Benchmark which is higher than the PISD range of 34-37%. Our students performed higher than the district at each year in the range as compared to other district students. However, our students continue to perform lower than the state average range of 46-59% over the same time period.
- % Meeting Mathematics Benchmark
 - CTHS students perform in a range from 17-24% of students who met the Mathematics Benchmark as compared to students in PISD with a range of 15-20%. Our students continue to perform lower than the state percentage of students who ranged from 25-36% over the same time period.

ADVANCED PLACEMENT PERFORMANCE

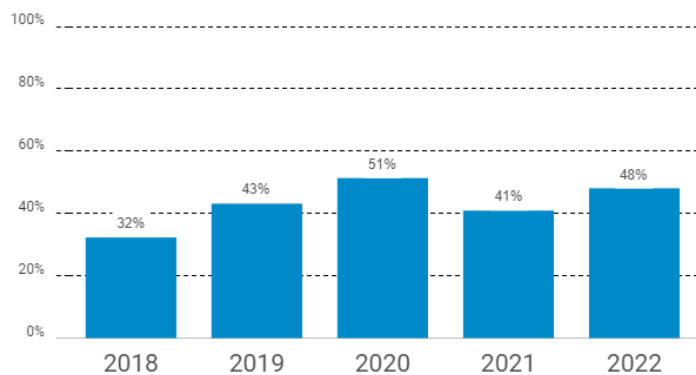
We are continuing to build our Advanced Placement course structure at CTHS.

While we have seen a decline in the total number of students taking Advanced Placement courses since 2018, the percentage of total AP students earning qualifying scores of 3, 4, or 5 has continued to increase.

We saw an increase of 7.5% from 2021 to 2022 in our AP percentage. As with other performance measures on our campus, we are recovering from the COVID dip in both student enrollment and test scores.

We also have 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 students correctly into either an AP or Dual Credit course.

% OF TOTAL AP STUDENTS WITH SCORES 3+



SCHOOL SUMMARY

	2018	2019	2020	2021	2022
Total AP Students	514	401	327	347	285
Number of Exams	870	701	600	622	416
AP Students with Scores 3+	166	173	168	142	137
% of Total AP Students with Scores 3+	32.30	43.14	51.38	40.92	48.07

School Culture and Climate

School Culture and Climate Summary

STUDENT ENGAGEMENT

ATTENDANCE (Trends in Grade Level Attendance Percentage)

	2017-18	2018-19	2019-20	2020-21	2021-22	5 Year Trend
Grade 9 Attendance %	96.5	97.07	97.1	96.75	94.71	- 1.79%
Grade 10 Attendance %	96.3	96.80	96.8	96.70	93.53	- 2.77%
Grade 11 Attendance %	95.7	95.66	95.7	96.30	93.29	- 2.41%
Grade 12 Attendance %	93.6	94.82	94.8	95.65	92.35	- 1.25%
CTHS Overall Attendance %	95.5	96.13	96.1	96.38	93.54	- 1.96%

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 2.06%. As student attendance is tied to ADA funding, reversing the trend in the attendance decrease will be a campus focus area for 2022-23.

DISCIPLINE (PEIMS REPORTABLE)

Reason Codes

Number of Incidents with Reason Code	2018-19	2019-20	2020-21	2021-22	4 Year Trend
02 – Felony	1	2	0	0	None
04 – Marijuana	4	20	8	7	Less than 10 total
09 – Off Campus Title 5	1	2	0	0	None
21 – Student Code of Conduct	313	251	66	403	+ 28%
28 – Assault Non-Employee, Verbal	0	0	0	2	2 incidents
41 - Fighting	6	13	14	8	Less than 10 total
Total	325	288	88	420	+ 29%

Action Codes

Number of Incidents Action Code	2018-19	2019-20	2020-21	2021-22	4 Year Trend
02 – Expulsion with JJAEP Placement	3	0	0	0	0
05 – Out of School Suspension	24	35	20	12	-50%
06 – In School Suspension	306	240	63	403	+ 32%
07 – DAEP (Summit)	5	13	5	5	No change
25 – Partial Day OOS Suspension	0	2	1	0	0
Total	338	288	89	420	+ 24%

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

has increased by 32%. 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 either expulsions or disciplinary alternative educational placements (DAEP) remain low for our total student population of over 1400 students. Continued efforts by all staff to ensure a safe and orderly campus environment have proven effective.

DISCIPLINE (CAMPUS NON-PEIMS REPORTABLE)

Discipline Description	Number of Referrals	% of Total Referrals
Tardy	181	27.63
Truant	171	26.11
Insubordination	93	14.20
Classroom Disruption	36	5.50
Cig/Tobacco/E-Cig/Vaping Device	30	4.58
Fail to Serve School Detention	25	3.82
Inappropriate Verbal Conduct	23	3.51
Media/Cell Phone Inappropriate Use	18	2.75
Student Code of Conduct	15	2.29
Disruptive/Aggressive	12	1.83
Cheating	9	1.37
Dress Code Violation	9	1.37
Fighting/Mutual Combat	8	1.22
Drug paraphernalia	5	0.76
Bus Referral(1 st or 2 nd)	5	0.76
Drugs Non-Felony	3	0.46
Inappropriate Sexual Physical Conduct/Verbal	2	0.31
Profanity/Obscenities	2	0.31
Graffiti Damage/Vandalism <\$1500.00	3	0.46
Assault Non-Employee/Volunteer	1	0.15
Pornographic Materials/Pics Via Internet	1	0.15
Robbery/Theft	1	0.15
Weapon, Other	1	0.15
TOTAL	655	100.00%

68% of our non-reportable disciplinary offenses are from three disciplinary infractions: tardy to class (27.63%), truancy from class (26.11%), and insubordination (14.20%).

From examining our PBIS Discipline data report for 2021-2022, the following was observed:

- Friday was our highest referral day of the week (141), followed by Thursday (136), and Tuesday (132).
- October, November, February and April had an average of five referrals per day with September, December and March averaging four referrals per day.
- In 2021-22, the freshman class had 303 referrals, the sophomores had 180 referrals, the juniors 108 referrals, and the seniors had 64 referrals. We have already observed the sophomore class in 2022-23 continue to have more discipline referrals than other grade levels.
- Males received 437 referrals (66.7%) while females received 218 referrals (33.3%).

- Hispanic students had 94.5% of the total referrals while making up 88% of the student population. White students had 3.66% of the total referrals while making up 7% of the student population. African American students had 1.4% of the total referrals while making up 3% of the student population. Asian students had 0.5% 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.

GRADUATION

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%
By Ethnicity:				
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%
By Graduation Type:				
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

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 2022-23 school year, CTHS has four open teaching positions: two in English/Language Arts, one in Mathematics, and one in CTE Health Science Dental Assisting. 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 to host student teachers. CTHS is hosting three student teachers in 2022-23, with one in Mathematics, one in Social Studies U.S. History, and one in Biology.

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.
- 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

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

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” training 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 training 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 “Knights Have Heart” and the staff is participating in a collaborative book study and sharing using Timothy Kanold’s book [Heart!](#).
- Our campus instructional focus is student engagement. Staff are collaborating on what engaging instruction looks like and sounds like in various classroom settings. Calibration walks and classroom visits are being conducted by both administrative and campus instructional coaching teams to gather and analyze student engagement data.

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

CURRICULUM AND INSTRUCTION

- **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. Students utilize their tablets 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 HB 4545 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, 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 2022-23. This is 5.8% 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 aides 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 295 Emergent Bilingual students (EB) on campus in 2022-23. This is 20.3% of our total student population. The number and percentage of EB students continues to grow each year, up from 16% in 2021-22.
- 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 implementing an instructional software, ELlevation, in 2022-23 to provide classroom teachers with instructional strategies leveled to various types of EB learners. Teachers received inservice on the software in August, 2022 and are making commitments to implement, recording data, and reporting successes during each six weeks grading period this year.

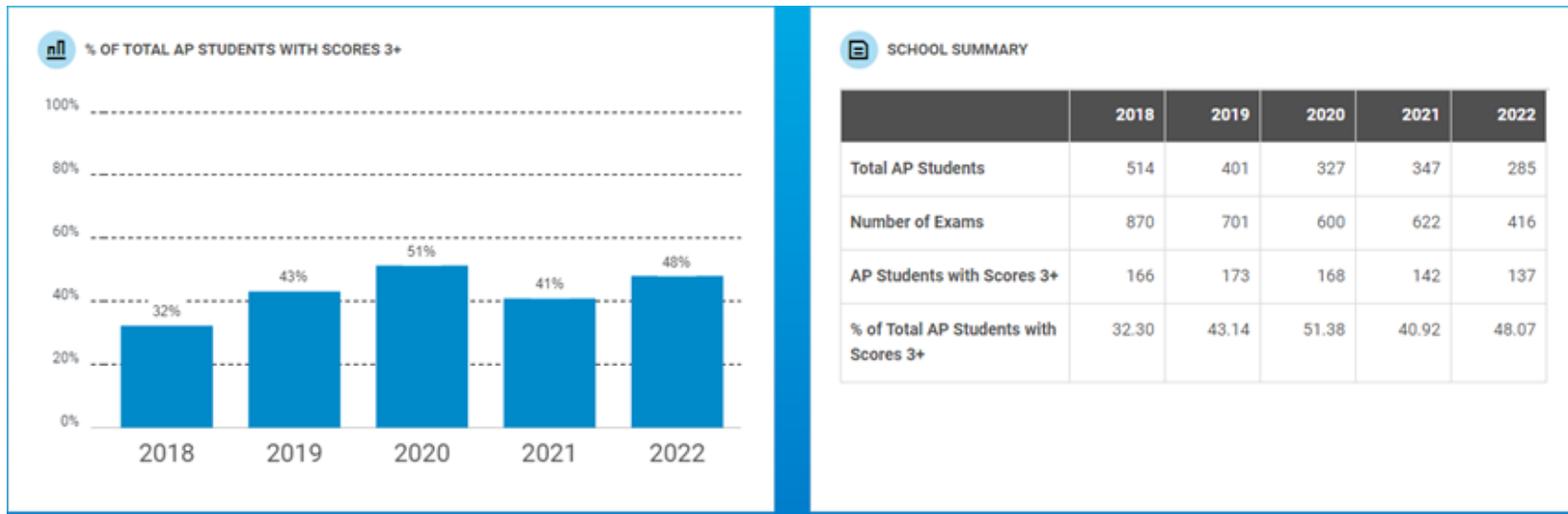
- CTHS has a dedicated SIOP campus coach who coordinates all instructional services for these students. She also provides teacher training, instructional support, model lessons, and serves on the Language Proficiency Assessment Committee (LPAC).

• GIFTED/TALENTED

- CTHS has 103 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.

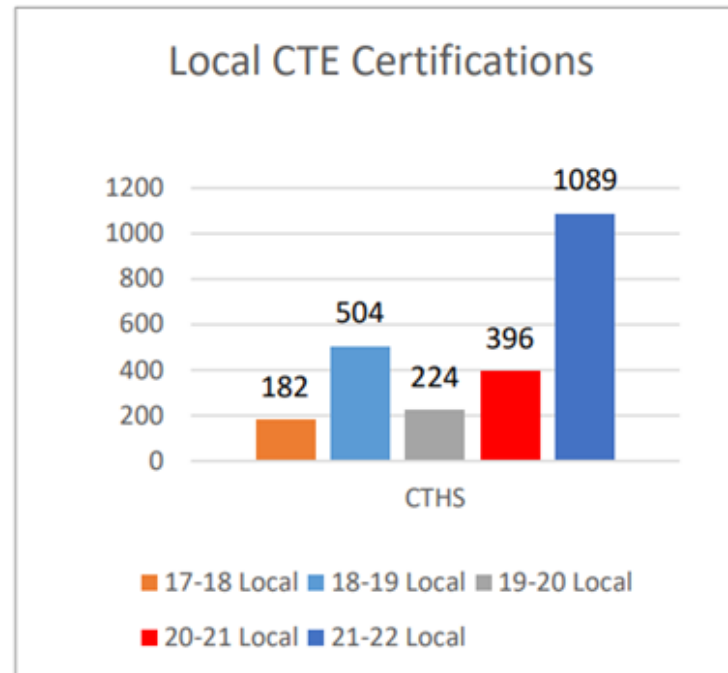
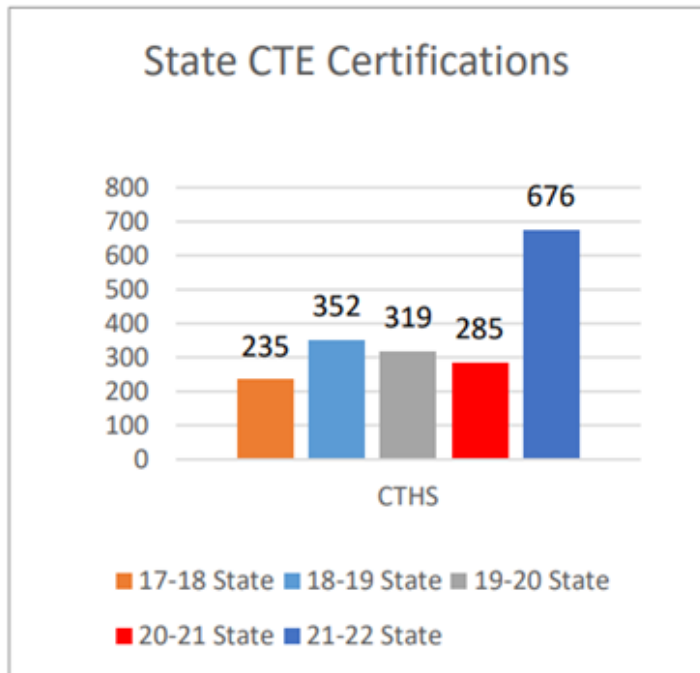
• ADVANCED PLACEMENT

- In the Spring 2022, the number of students earning qualifying scores of 3, 4, or 5 increased from 41% in 2021 to 48% in 2022. We are recovering from the COVID dip and back on a growing trend.
- While our total number of AP examinations given decreased from 622 in 2021 to 416 in 2022, our percentage of students earning qualifying scores increased. 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.
- 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.



- **CAREER AND TECHNICAL EDUCATION (CTE)**

- CTHS offers twenty-two different career and technical education (CTE) programs of student. Students select one program of study and pursue industry-recognized certification within that program.
- CTHS has 34 CTE teachers on staff. All are Texas Education Agency certified, hold professional certifications or licenses and work experience in their CTE program of study.
- Students in the CTE programs of study have opportunities to compete in skills, career, and leadership events. Career and Technical Student Organizations (CTSOs) are available for students in multiple programs of study.
- In 2021-22, we saw an incredible increase in the number of both state and local CTE certifications earned.
 - State certifications earned increased from 285 (20-21) to 676 (21-22).
 - Local certifications earned increased from 396 (20-21) to 1089 (21-22).
- Program reviews are being conducted of each program of study 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 80 students identified as dyslexic. This is 5.5% of our total student population
- 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.

- **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		
Annual Graduates	CTHS	PISD	Texas	CTHS	PISD	Texas
College, Career or Military Ready	88.8%	65.1%	72.90%	74.6%	51.0%	63.0%
TSI Criteria in ELA	67.0%	55.9%	60.70%	58.5%	51.1%	59.7%
TSI Criteria in Mathematics	61.5%	45.1%	48.60%	42.4%	37.5%	47.9%
TSI Criteria in BOTH ELA and Mathematics	50.5%	38.7%	44.2%	34.3%	38.7%	31.4%
Approved Industry-Based Certification	30.4%	4.6%	10.7%	47.2%	8.1%	13.2%

- **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 11th and 12th grade students.
- We are implementing a structured approach to PSAT and SAT preparation through the use of Knowsys instructional materials during our PIE time. Each Wednesday during PIE, students will be completing targeted instructional practice in both mathematics and English/Reading that are formatted and targeted at PSAT and SAT success.

- **CCMR**

- While we saw a decrease in the percentage of students earning their CCMR from 2018-19 to 2019-20, 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**

- 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 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**

- Senior students are completing Knowsys activities two days per week that are focused on college exploration, FAFSA/TASFA completion, college research, career research, and career awareness. All students at CTHS have opportunities to explore careers in their chosen pathway. Students complete Kuder Career Navigator lessons that include 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.

- **INTEGRATION OF ACADEMIC AND CAREER AND TECHNICAL EDUCATION**

- Our students increased the number of industry based certifications (IBC) earned from 30.4% to 47.2%. 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 2022-23.

- **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 2022-23, CTHS is investigating options for offering a competitive weightlifting program. This is a club program and could be implemented in the Spring 2023 based on student interest and faculty support.
- CTHS is now a University Interscholastic League member campus in the 2022-2023 school year to compete in UIL sanctioned athletic programs. Our Knight Cross Country team is competing at both the freshman and junior varsity levels with over 40 students on the team with both male and female runners. Students are excited about the opportunity and the team is 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

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.
- The 2022 Parent Survey resulted in 313 survey responses.
- The majority of responses from parents were "Strongly Agree" or "Agree" with statements about CTHS.
- Two statements that reflect areas for growth are:
 - Opportunities for parents to volunteer (25% strongly agree)
 - The school invites me to attend or participate in school activities (30% strongly agree).
 - We will target both of these through our VIP parent organization by requesting for parent volunteers for events and to chaperone field trips and through increased contact via social media to invite parents to participate in school events.

Career and Technical HS

313 Surveys

To what extent do you agree with the following statements about your students school?	% Strongly Agree	% Agree	% Disagree	%Strongly Disagree
When I visit the campus, I feel welcomed, respected, and encouraged to come back.	65%	33%	1%	2%
School personnel keeps me well informed about my student's academic performance.	51%	42%	6%	2%
School personnel keeps me well informed about my student's behavior.	56%	36%	7%	1%
I feel comfortable talking to school personnel about my student.	60%	38%	1%	1%
I feel comfortable talking to school personnel about school concerns.	56%	39%	3%	1%
School personnel answers my questions.	57%	39%	2%	2%
School personnel provides guidance for families.	47%	43%	8%	1%
My student feels safe at school.	56%	43%	0%	1%
The school provides opportunities for me to volunteer.	25%	54%	16%	5%
The school invites me to attend or participate in school activities.	30%	48%	18%	4%
Teachers and staff members on this campus care about students.	52%	46%	2%	0%
Teachers and staff members on this campus want students to succeed.	59%	39%	1%	1%
The school places emphasis on providing students with appropriate instruction and intervention to ensure mastery of grade level academic skills.	53%	45%	2%	0%
The school provides enrichment that allows students to explore topics they are interested in.	54%	44%	1%	1%
Students have opportunities to use a variety of technology tools to gain knowledge and demonstrate learning.	59%	39%	1%	1%
The school offers opportunities for students to participate in music or art.	42%	48%	9%	1%
The school offers opportunities for students to be involved in wellness and physical education activities (i.e. recess, PE, sports events).	45%	47%	6%	2%
My student is learning about options for college and careers.	53%	42%	4%	2%

- **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.
- Each CTHS CTE program of study is working to have an advisory board of business, industry, and community representatives. 11 of our 22 (50%) programs of study 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 Business 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

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 (2020-21)

EXPERIENCE OF CAMPUS LEADERSHIP

Group	Campus	District	State
Average Years of Experience of Principal	9.0	8.4	6.4
Average Years of Experience of Principal with District	9.0	8.1	5.5
Average Years of Experience of Assistant Principals	6.0	7.4	5.5
Average Years of Experience of Assistant Principals with District	6.0	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 below the 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%	62.2%	22.5%	1.1%
PISD Teachers	0.8%	75.9%	22.3%	1.0%
Texas Teachers	1.2%	73.0%	25.0%	0.7%

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) permit.

TEACHERS BY YEARS OF EXPERIENCE

YEARS OF EXPERIENCE	CTHS	DISTRICT	STATE
Beginning = 0 years	4.2%	5.3%	6.7%
1 -5 years	30.7%%	30.1%	27.8%
6 – 10 years	31.6%%	24.4%	20.3%
11 – 20 years	25.8%%	28.3%	29.1%
Over 20 years	5.6%%	9.8%	13.0%
Over 30 years	2.2%	2.0%	3.1%
Average Years of Experience	9.7 years	10.2 years	11.2 years

CTHS continues to have a relatively young teaching staff with over 90% of our teachers with less than twenty years of teaching experience. 62% of our teaching staff have less than ten years of teaching experience. Beginning the 2022-23 school year, we have five 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) or with alternative teacher certification programs (Texas Teachers of Tomorrow) to provide support and certification preparation for our new teachers.

NUMBER OF STUDENTS PER TEACHER

Number of Students per Teacher	CTHS	DISTRICT	STATE
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 three 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 one core content teaching unit this past summer (Science).

Technology

Technology Summary

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 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 ninth year as a campus, we must begin to evaluate and prioritize the replacement of campus technology such as video walls, hallway monitors, printers, and other technology devices so that we can develop a replacement plan that properly allocates available campus budgeted funds.

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.
- 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		
Strategy 1: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Steve Fleming - Principal 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 Ethan Rieck - Math CCS Gabriel Luciano - Science CCS Jennifer Jett - ELA CCS ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement, document and monitor the required House Bill 4545 tutorials for students who did not meet grade-level expectations in order to address learning deficiencies.</p> <p>Strategy's Expected Result/Impact: 1. Increase student attendance in mandatory HB 4545 tutorials 2. Improve student interventions and teacher training to prevent student failure and increase academic success.</p> <p>Staff Responsible for Monitoring: 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 Ethan Rieck - Math CCS Gabriel Luciano - Science CCS Jennifer Jett - ELA CCS</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Extended Day Funds - Extended Day/Tutorial - 6399 - \$2,500, ESSER Funds High Impact Tutoring (Federal ESSER III) - 282 - ESSER III - 6118 - \$50,500</p>	Formative		
	Jan	Apr	June
<div> <div>  0% No Progress </div> <div>  100% 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		
<p>Strategy 1: Students taking the initial ELA I STAAR examination will increase performance to 70% at the meets grade level and 12% at the masters grade level.</p> <p>Strategy's Expected Result/Impact: Increase student performance in English I as documented through:</p> <ol style="list-style-type: none"> 1. Student ELA common or district assessment data 2. Student STAAR ELA I scores 3. Walkthrough data <p>Staff Responsible for Monitoring: Jessica McCoy - Assistant Principal ELA</p> <p>Others include: Steve Fleming - Principal Jennifer Jett - ELA CCS Jennifer Fountain - ELA Dept. Chair ELA I instructors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: BFU/OT/Fixed Base Funding (199 ELA I) - 199 - General Fund - 6300 - \$38,699.20</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students taking the initial ELA II STAAR examination will increase performance to 77% at the meets grade level, and to 12% at the masters grade level.</p> <p>Strategy's Expected Result/Impact: Increase student performance in English II as documented through:</p> <ol style="list-style-type: none"> 1. Student ELA II common or district assessment data 2. Student STAAR ELA II data 3. Walkthrough data <p>Staff Responsible for Monitoring: Jessica McCoy - Assistant Principal ELA</p> <p>Others include: Steve Fleming - Principal Jennifer Jett - ELA CCS Jennifer Fountain - ELA Dept. Chair ELA I instructors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: BFU/OT/Fixed Base Funding (199 ELA II) - 199 - General Fund - 6300 - \$38,699.20</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students on the initial Algebra I STAAR examination will increase performance to 72% at the meets grade level and to 40% at the masters grade level.</p> <p>Strategy's Expected Result/Impact: Increase student performance in Algebra I as documented through:</p> <ol style="list-style-type: none"> 1. Student Algebra I common or district assessment data 2. Student STAAR Algebra I data 3. Walkthrough data <p>Staff Responsible for Monitoring: Kristi White - Assistant Principal</p> <p>Others include: Steve Fleming - Principal Ethan Rieck - Math CCS Shelly Saenz - Math Dept. Chair Algebra I instructors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: BFU/OT/Fixed Base Funding (199 Algebra I) - 199 - General Fund - 6300 - \$38,699.20</p>	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Increase student performance in Biology I as documented through:</p> <ol style="list-style-type: none"> 1. Student Biology common or district assessment data 2. Student Biology STAAR data 3. Walkthrough data <p>Action steps to include:</p> <ol style="list-style-type: none"> 1. Incorporate SIOP strategies into lessons and RtI 2. Continue common formative assessments 3. Adjust instruction based on CBA data 4. PIE pull-outs in second semester for struggling students 5. Evaluate CFA and CBA data during PLC's <p>Staff Responsible for Monitoring: Kristi White - Asst. Principal Science</p> <p>Others include:</p> <p>Steve Fleming - Principal Gabriel Luciano - Science CCS Casey Crews - Science Dept. Chair Biology I instructors</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: BFU/OT/Fixed Base Funding (199 Biology) - 199 - General Fund - 6300 - \$38,699.20</p>	Formative		
	Jan	Apr	June

Strategy 5 Details		Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Increase student performance in U.S. History as documented through:</p> <ol style="list-style-type: none"> 1. Student U. S. History common or district assessment data 2. Student U. S. History STAAR data 3. Common assessments, both formative and summative 4. US History Tier 3 RtI, Reboot tutorials and extended day lessons. <p>Staff Responsible for Monitoring: Chad Phillips - Assistant Principal</p> <p>Others include: Steve Fleming - Principal Gary Chattman - CCS Social Studies U.S. History instructors</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: BFU/OT/Fixed Base Funding (199 U.S. History) - 199 - General Fund - 6300 - \$38,699.20</p>		Formative		
		Jan	Apr	June
Strategy 6 Details		Formative Reviews		
<p>Strategy 6: 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 2022-23 school year.</p> <p>Strategy's Expected Result/Impact: Increase CCS instructional coaching, feedback and support of teachers</p> <p>Staff Responsible for Monitoring: Steve Fleming - Principal</p> <p>Others include: Jennifer Jett - ELA CCS Ethan Rieck - Math CCS Gary Chattman - Social Studies CCS Gabriel Luciano - Science CCS Shaun Webb - Technology CCS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Payroll Costs for Campus Content Specialist (Federal Title IIA) - 255 - Title II A - Improving Teacher & Principal Q - 6100 - \$106,728.71</p>		Formative		
		Jan	Apr	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: CTHS campus content specialists (CCS) will provide at least one individualized informal coaching session with each grade or subject team leader in their area of responsibility to enhance the grade/subject team leader's skills and abilities in leading grade/team meetings.</p> <p>Strategy's Expected Result/Impact: 1. Increase the skills of grade/team leaders 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.</p> <p>Staff Responsible for Monitoring: Steve Fleming, Principal Jennifer Jett, ELA Campus Content Specialist Gabe Luciano, Science Campus Content Specialist Shaun Webb, Technology Campus Content Specialist Ethan Rieck, Mathematics Campus Content Specialist Gary Chattman, Social Studies Campus Content Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Toni Waller - Edgenuity Lab Manager</p> <p>Others Include: Steve Fleming - Principal Kim Voight - Lead Counselor CTHS Counseling Team CTHS Assistant Principals</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Payroll Costs for Secondary Computer Aide Lab Manager - State Compensatory Funds - 6100 - \$31,174</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 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		
Strategy 1: CTHS will increase STAAR ELA/Reading performance from 18% to 25% to meet the state target in the Academic Achievement Domain of our campus Accountability Rating through the implementation of Support Facilitation instruction, specific drafting and student intervention during Reboot tutorials, and supplemental support during Planned Intervention and Enrichment (PIE) for our Special Education students. Strategy's Expected Result/Impact: Increase the STAAR ELA/Reading performance of Special Education students Staff Responsible for Monitoring: Steven Fleming, Principal Chad Phillips, Assistant Principal Jessica McCoy, Assistant Principal Jenni Jett, ELA Campus Content Specialist Monique Holmes, Special Education Department Chair CTHS English teachers CTHS Special Education SF teachers/Case Managers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Increase implementation of collaborative planning and teaching between special education support facilitation staff and general education staff.</p> <p>Staff Responsible for Monitoring: Chad Phillips - Asst. Principal</p> <p>Others include: Monique Holmes - Special Education Tracey Balusek - Transition Counselor Kim Voight - Master Scheduler</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Special Education Supplies (Program 23) - 199 - General Fund - 6300 - \$1,698</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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 Disciplinary Alternative Education Placements (DAEP).</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Steve Fleming, Principal Chad Phillips, Assistant Principal Tracey Balusek, Transition Counselor Campus special education case managers Campus special education support staff (LSSP and Diagnostician)</p>	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: 1. Ensure that all staff needing restraint training have been trained and meet current TBSI</p>	Formative		
	Jan	Apr	June

requirements.

Staff Responsible for Monitoring: Steve Fleming, Principal
Chad Phillips, Assistant Principal
Tracey Balusek, Transition Counselor
Campus special education staff



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>Strategy 1: 40% of CTHS Emergent Bilingual (EB) students will advance at least one language proficiency level as measured by the 2023 TELPAS assessment by participating in Structured Conversations, ELLevation strategies, and listening/speaking opportunities in all classes.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Increase English language acquisition of EB students 2. Build academic language 3. Increase writing proficiency 4. Improve understanding of rigorous texts 5. Increase level of performance on TELPAS composite scores 6. Staff training in implementation of ELLevation strategies 7. Increased monitoring of EB students and SIOP classrooms to ensure implementation of Structured Conversations and ELLevation strategies. <p>Staff Responsible for Monitoring: Dr. Amanda Noyes, SIOP Campus Coach Jessica McCoy, Assistant Principal Jenni Jett, ELA Campus Content Specialist PLC teams</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: 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 - \$3,477</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: 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 through a Goggle reporting document. Strategy's Expected Result/Impact: Implement the district's selection of ELLevation online instructional resource Increase the number of leveled ELL instructional strategies being implemented in classrooms across campus Staff Responsible for Monitoring: Dr. Amanda Noyes, EB campus coach Jessica McCoy, Assistant Principal Jenni Jett, ELA Campus Content Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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 by continuing to send teachers to the PISD ESL Institute and having teachers take the ESL Certification examination. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Steve Fleming, Principal Jessica McCoy, Assistant Principal Dr. Amanda Noyes, EB Campus Coach TEA Priorities: Recruit, support, retain teachers and principals -	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		
Strategy 1: CTHS will increase the campus percentage of students taking the Advanced Placement exam for the Advanced Placement course in which they are enrolled by 5% for the 2022-23 school year. Strategy's Expected Result/Impact: Increase the percentage of students taking the AP exam for the AP course in which they are enrolled. Staff Responsible for Monitoring: Kristi White, Assistant Principal Sarah Smith, Campus Testing and AP Coordinator AP course instructors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Advanced Placement Exam Campus Costs (199) - 199 - General Fund - 6300 - \$15,000	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: CTHS will increase the campus percentage of qualifying scores of 3, 4, or 5 on all Advanced Placement examinations by 5% during the 2022-23 school year. Strategy's Expected Result/Impact: Increase student performance on Advanced Placement examinations as documented through: 1. The number of AP examinations administered 2. The number of students earning a qualifying score of 3, 4, or 5 3. The number of students attending the AP preparation sessions 4. The number of students using the myAP application Staff Responsible for Monitoring: Kristi White, Assistant Principal Sarah Smith, Campus Testing and AP Coordinator AP Course instructors TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: G/T and AP Supplies (Program 21) - 199 - General Fund - 6300 - \$4,886	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: CTHS will increase the total number of students enrolled in Advanced Placement courses by 5% in the 2022-23 school year. Strategy's Expected Result/Impact: Increase the total number of students enrolled in Advanced Placement courses on the CTHS campus. Staff Responsible for Monitoring: Kristi White, Assistant Principal Sarah Smith, Campus Testing and AP Coordinator AP Course Instructors TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: 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 the Scholastic Aptitude Test (SAT) and Preliminary Scholastic Aptitude Test (PSAT) beyond both the district and state averages by implementing focused practice opportunities one day each week during Reboot 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 Knowsys PSAT and SAT test preparation materials

Participation by students and staff in implementation

Student performance scores on both PSAT and SAT

Strategy 1 Details	Formative Reviews		
Strategy 1: CTHS will implement the use of Knowsys test preparation materials focused on English/Reading/Writing (ERW) and Mathematics content, problem-solving, and question types to prepare students for success on the Preliminary Scholastic Aptitude Test (PSAT) and Scholastic Aptitude Test (SAT). Strategy's Expected Result/Impact: Increase the average total PSAT score for Grade 11 students on the PSAT. Increase the man SAT score for students in Grade 12 on the SAT. Increase the number of students meeting the Both, ERW, and Mathematics Benchmarks on the SAT. Staff Responsible for Monitoring: Steve Fleming, Principal Assistant Principals Reboot Tutorial Teachers TEA Priorities: Build a foundation of reading and math - Funding Sources: Knowsys Curriculum Materials (199) - 199 - General Fund - 6400 - \$10,914	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 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>Strategy 1: 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>Strategy's Expected Result/Impact: 1. 100% of eligible senior students will complete and submit either the FAFSA or TASFA application.</p> <p>2. More CTHS senior students will receive the financial assistance necessary to attend college.</p> <p>Staff Responsible for Monitoring: Tammy Gernander, CTHS College Now Coordinator Kristi White, Assistant Principal Kelly Potter, CTHS counselor Brandie Gwaltney, CTHS College Now Secretary</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: CTHS will maximize the AVID elective to effectively provide support and strategies for students. Strategy's Expected Result/Impact: 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 in number of students and levels of AVID elective offered at CTHS 4. Increase number of in person and virtual AVID college visits Staff Responsible for Monitoring: Carol Patterson - AVID Elective teacher and AVID Site Coordinator Others include: Jessica McCoy - Asst. Principal Steve Fleming - Principal Kim Voight, Lead Counselor & Master Scheduler TEA Priorities: Connect high school to career and college Funding Sources: AVID/At Risk (Program 30) - 199 - General Fund - 6300 - \$6,544	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		
Strategy 1: Develop student facing recruitment video for use in 8th grade recruiting that will showcase programs of study and campus activities and organizations. Strategy's Expected Result/Impact: Increase the number of student applicants and overall student enrollment at CTHS Staff Responsible for Monitoring: Steve Fleming - Principal Chad Phillips - Asst. Principal Abel Cass - Asst. Principal Kim Voight - Lead Counselor Troy Eckles - Audio/Video Production teacher TEA Priorities: 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 from 73% to 80% as recorded 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>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Tammy Gernander, College Now Coordinator Jessica McCoy, Assistant Principal Ethan Rieck, Campus Content Specialist Jennifer Jett, Campus Content Specialist Senior mathematics and ELA teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Increased parent involvement in students' college application process. Increase outreach to and information sharing with parents and students. Staff Responsible for Monitoring: Christina Flores - Counselor/Parent Coordinator Tammy Gernander - College Now Coordinator VIP Committee (Very Involved Parents) TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: CTHS students will demonstrate an increased performance in the percentage of TEA approved industry-based certifications (IBC) from 47.2% to 55.0% through successful completion of IBC requirements as reported in the Texas Academic Progress Report (TAPR). Strategy's Expected Result/Impact: Increased number of students earning industry-based certifications (IBC). Staff Responsible for Monitoring: Steve Fleming, Principal CTHS Assistant Principals CTHS CTE Program of Study teachers PISD CTE Coordinators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	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 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		
Strategy 1: CTHS will collect data on the number of CTE programs of study that currently provide opportunities for senior students to participate in an outside experience such as paid or unpaid work-based instruction, job shadowing, or mentorship. Strategy's Expected Result/Impact: Collect data through teacher surveys Collect data from district CTE coordinator as reported through CTE student training plan agreements Staff Responsible for Monitoring: Steve Fleming, Principal Dr. Melissa Ryan, CTE Department Chair TEA Priorities: Connect high school to career and college	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 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>Strategy 1: CTHS will work collaboratively with Pasadena ISD Career & 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>Strategy's Expected Result/Impact: 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"> 1. Texas Education Agency and 2. Local industry and professional partners. <p>Staff Responsible for Monitoring: 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>TEA Priorities: Connect high school to career and college</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: CTHS Administrative Team Others include: CTHS CTE Program of Study teachers PISD CTE Executive Director PISD CTE Coordinators TEA Priorities: 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		
Strategy 1: 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. Strategy's Expected Result/Impact: Establishment of new or expansion of existing business and industry advisory groups for all pathways. Staff Responsible for Monitoring: CTHS Administrative team Dr. Diane Barnes, Career & Community Coordinator Ezequiel Garcia, CTE Business Partner Liaison CTHS CTE Program of Study teachers TEA Priorities: Connect high school to career and college - ESF Levers: 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		
Strategy 1: Develop and refine teacher-led support systems including teacher-led staff development, peer observations, and a buddy teacher system. Strategy's Expected Result/Impact: Provide tools and strategies, peer support systems and solutions addressing staff concerns and increasing staff retention. Staff Responsible for Monitoring: Steve Fleming - Principal Others include: Abel Cass - Asst. Principal Chad Phillips - Asst. Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and refine an annual staff survey to gather staff input on campus climate and express individual concerns. Strategy's Expected Result/Impact: Increase communication with staff and address teacher concerns in a timely manner to improve staff morale and involvement. Staff Responsible for Monitoring: Steve Fleming - Principal Others include: Abel Cass, Assistant Principal Shaun Webb, Technology Campus Content Specialist Andy Crawford, Campus Technology Facilitator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: CTHS will support new teachers and teacher mentors by conducting quarterly new teacher and teacher mentor support meetings. Strategy's Expected Result/Impact: 1. Increase new teacher morale and retention 2. Additional guidance for mentor teachers Staff Responsible for Monitoring: Steve Fleming, Principal Kristi White, Assistant Principal Kim Holland, Campus Master Mentor	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 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: Formation of Very Involved Parents (VIP) team

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		
Strategy 1: 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. Strategy's Expected Result/Impact: 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%. Staff Responsible for Monitoring: Dr. Christina Flores - Counselor Others Include: Steve Fleming - Principal Kristi White - Assistant Principal Dr. Diane Barnes - Career and Community Coordinator ESF Levers: 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: 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		
Strategy 1: CTHS Positive Behavioral Intervention Support (PBIS) Team will develop, communicate, and implement the CTHS Guiding Principles and non-negotiables as guidelines for success. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Chad Phillips - Asst. Principal Others include: Steve Fleming - Principal CTHS PBIS Team ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will remain closed and locked during instructional time. Staff Responsible for Monitoring: Steve Fleming, Principal Matthew Cass, Assistant Principal James Allen, Campus Security Monitor Johnny Garcia, Campus Security Monitor CTHS Assistant Principals CTHS Staff ESF Levers: 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 2.00% from 2021-22 ADA of 93.54% to 2022-23 ADA goal of 95.54%.

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		
Strategy 1: Implement proactive strategies to increase student average daily attendance at the six weeks and semester checkpoints. Strategy's Expected Result/Impact: Increase CTHS average daily student attendance through: <ol style="list-style-type: none"> 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. 2. Faculty recognition for ADA submission (Attendance Pro's) 3. Provide public recognition of students Staff Responsible for Monitoring: Steve Fleming - Principal Others include: Abel Cass, Assistant Principal CTHS Attendance Clerical staff CTHS Assistant Principals CTHS Teachers ESF Levers: 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>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: 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>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Chad Phillips, Assistant Principal/CHAC Administrator</p> <p>Others include: Roseanne Chapa, Fitness Instructor Brad Waller, Fitness Instructor Patrick McLendon, Fitness Instructor Dr. Christina Flores, Counselor, Caitlyn Woods, R.N., School Nurse</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	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: 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>Strategy 1: 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>Strategy's Expected Result/Impact: Increase student morale through recognition of outstanding demonstration of CTHS Principles of Collaboration, Trust, High Expectations and Service</p> <p>Staff Responsible for Monitoring: Kristi White - Assistant Principal</p> <p>Others include: Campus Culture and Climate Committee Assistant Principals Steve Fleming, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: CTHS will increase student morale by hosting a minimum of one campus-wide special event per semester to build campus climate and culture. Strategy's Expected Result/Impact: Increased campus culture and student morale through campus sponsored events and celebrations such as Fall Festival, Dances, CTE Pathway Showcase Nights, Movie Nights, etc. Staff Responsible for Monitoring: Kristi White - Assistant Principal Others include: Dr. Diane Barnes - Career & Community Coordinator, Climate & Culture Committee ESF Levers: 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		
Strategy 1: 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. Strategy's Expected Result/Impact: Provide consistent review process for instructional technology software and equipment. Provide feedback and input for new and replacement campus instructional technology purchases. Staff Responsible for Monitoring: Steve Fleming, Principal Andy Crawford, CTHS Technology Facilitator Abel Cass, CTHS Assistant Principal Shaun Webb, CCS Technology Ricardo Rodriguez Alvarez, Campus 1:1 Technician ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

State Compensatory

Budget for Dr. Kirk Lewis Career and Technical High School

Total SCE Funds: \$328,342.00

Total FTEs Funded by SCE: 20

Brief Description of SCE Services and/or Programs

CTHS utilizes the state compensatory education funds for payroll for our secondary language arts computer aide 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. We also utilize the funds to for supplies, transportation 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 Lee	HS ELAR Teacher	1
Campbell, Justin Troy	HS History Teacher	1
Carnes, Stephanie	HS Early Childhood Teacher	1
Chandler, David Ray	HS Physics Teacher	1
Chattman, Gary Wayne	HS History Teacher	1
Fountain, Jennifer Ann	HS ELAR Teacher	1
Frazier, Wendy Michelle	HS Biology Teacher	1
Guel, Ky Gia	HS ELAR Teacher	1
Holland, Kimberly Palmer	HS Biology Teacher	1
Madrigal, Veronica	HS Spanish Teacher	1
Moak, Amy Lea	HS Chemistry Teacher	1
Paez, Christopher Alan	HS Math Teacher	1
Patterson, Carol Lyn	HS AVID Teacher	1
Rhodes, H Jason	HS Geography Teacher	1
Saenz, Lashella Ann	HS Math Teacher	1
Valentine, Laura Lee	HS English Teacher	1
Valtierra, Luz Edeny	HS Spanish Teacher	1
Voight, Meriah Starr	HS Math Teacher	1
Waller, Toni Elaine	Lang Arts Comp Aide Sec	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Winebrenner, William Garvin	HS Math Teacher	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	\$38,699.20
1	2	2	BFU/OT/Fixed Base Funding (199 ELA II)	6300	\$38,699.20
1	2	3	BFU/OT/Fixed Base Funding (199 Algebra I)	6300	\$38,699.20
1	2	4	BFU/OT/Fixed Base Funding (199 Biology)	6300	\$38,699.20
1	2	5	BFU/OT/Fixed Base Funding (199 U.S. History)	6300	\$38,699.20
1	3	2	Special Education Supplies (Program 23)	6300	\$1,698.00
1	4	1	Bilingual/ESL (Program 25)	6300	\$3,477.00
1	5	1	Advanced Placement Exam Campus Costs (199)	6300	\$15,000.00
1	5	2	G/T and AP Supplies (Program 21)	6300	\$4,886.00
1	6	1	Knowsys Curriculum Materials (199)	6400	\$10,914.00
2	1	2	AVID/At Risk (Program 30)	6300	\$6,544.00
Sub-Total					\$236,015.00
Budgeted Fund Source Amount					\$236,015.00
+/- 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
Sub-Total					\$2,226.43
Budgeted Fund Source Amount					\$2,226.43
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Payroll Costs for Campus Content Specialist (Federal Title IIA)	6100	\$106,728.71
Sub-Total					\$106,728.71
Budgeted Fund Source Amount					\$106,728.71
+/- Difference					\$0.00

Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extended Day Funds	6399	\$2,500.00
Sub-Total					\$2,500.00
Budgeted Fund Source Amount					\$2,500.00
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESSER Funds High Impact Tutoring (Federal ESSER III)	6118	\$50,500.00
Sub-Total					\$50,500.00
Budgeted Fund Source Amount					\$50,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$397,970.14
Grand Total Spent					\$397,970.14
+/- 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)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	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
2. Coordinated Health Program <ul style="list-style-type: none"> 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 Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting 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 	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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

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

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	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
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	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"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<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>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> 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"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<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"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<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>15. Technology Integration in Instructional and Administrative Programs</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>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<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

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
Overall		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

* 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%
Component Score						60

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
All Subjects															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% 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%
ELA/Reading															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% 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%
Mathematics															
Percent of Tests															
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%
Number of Tests															
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

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	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
Participation															
% 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%
Science															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% 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%
Social Studies															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% 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
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% 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
Closing the Gaps Score					87

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
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	Yes					Yes	Yes	No		Yes	Yes		
% 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		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Yes		Yes						Yes	Yes			Yes	Yes		
% 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		
Total Indicators															14	15
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes		Yes						Yes	Yes			Yes	Yes		
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		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	Yes		Yes						Yes	Yes			Yes			
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
Total Indicators															11	11
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										No						
TELPAS Progress Rate										24%						
TELPAS Progress										57						
TELPAS Total										234						
Total Indicators															0	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes	Yes	Yes	Yes		Yes			Yes	Yes	Yes		Yes	Yes		
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		
Total Indicators															10	10
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Yes		Yes	Yes					Yes	Yes			Yes			
% 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		
Total Indicators															6	6
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		

Texas Education Agency
2022 Closing the Gaps
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	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
ELA/Reading																
% 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		
Mathematics																
% 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		
Participation 2021-22																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% 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		
Mathematics																
% 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.

Pasadena Independent School District
Pasadena High School
2022-2023 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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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.	27
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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 75% receive Free or Reduced Lunch.

Demographics Strengths

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

Student Achievement

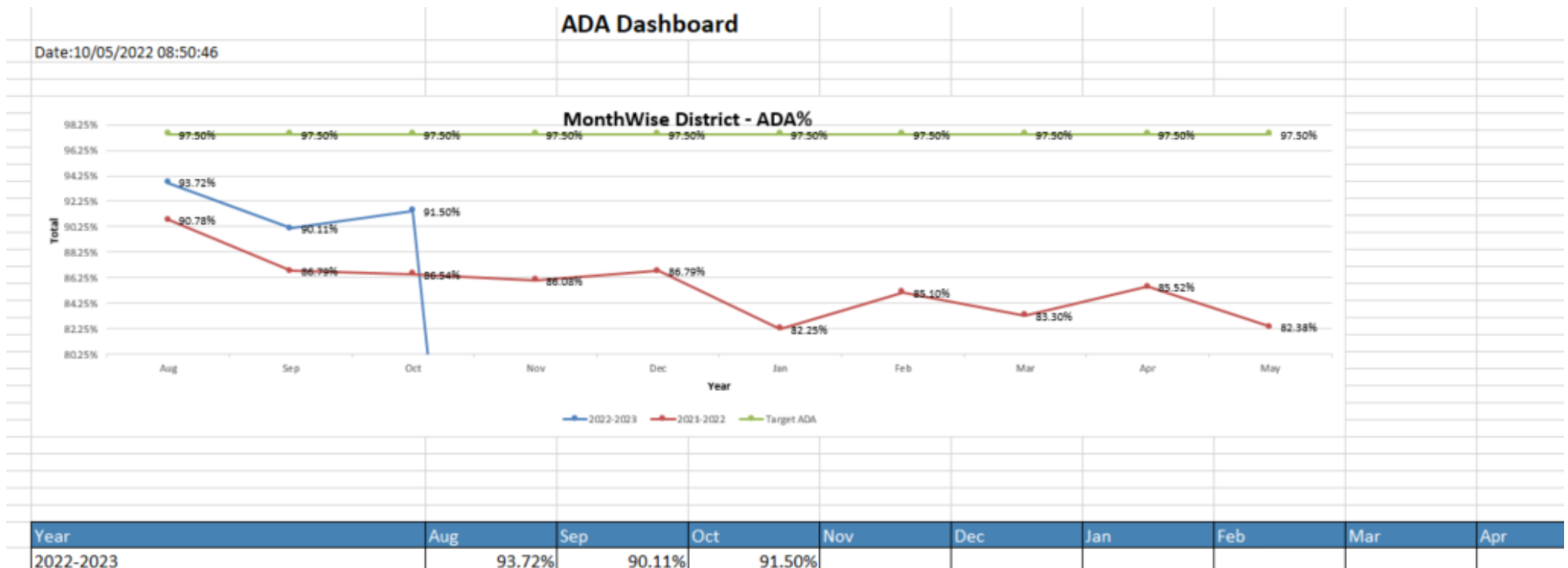
Student Achievement Summary

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
Percent Masters Grade Level							
First Administrations							

PASADENA HS							
	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.



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				Month	ADA	Status		
ADA Percentage on 10/04/2022	91.50%				August	93.72%			
ADA Percentage Last Year on 10/04/2021	87.48%				September	90.11%	↓		
To-Date Missed Revenue	\$229,880.00				October	91.50%	↑		
To-Date Missed Revenue (Un-Excused)	\$170,835.00				November				
To-Date Missed Revenue (Excused)	\$59,045.00				December				
Suspended Students	0				January				
Absences due to Suspensions	0				February				
Missed ADA due to Suspensions	\$0.00				March				
Total Enrollment (Active + InActive)	2,252				April				
Yesterday's Enrollment	2,216				May				
					June				
					July				

Student Achievement Strengths

The strengths from the 2021-2022 school year was the

- English 2 EOC. They grew two digit gains in Approaches Level.

- Alg 1 and Biology grew double digit gains 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 decreased by 3-6% within the last two years of school due to the pandemic. **Root Cause:** PHS did not have clear attendance expectations; Having those needed conversations with students to speak about why they were not on campus; Failure to educate the parents on how to track their students on skyward; Truancy systems were not set into place early on the school year to combat the issue of students leaving campus and lack of consequences; Engaging lessons & build relationships.

Problem Statement 2 (Prioritized): E1 and E2 focused on Q3, which did not allow Q4 opportunities for students. EB and SPED scores are up to 20 points lower than on-level students. PHS has lower STAAR SpEd scores across the board and lower EB scores for E1 when compared to SOHO and SRHS even though we have similar demographics. **Root Cause:** Attendance Give students enrichment opportunities Effective support for special populations

Problem Statement 3: 15% of freshmen did not pass Biology EOC. **Root Cause:** Attendance issues Lack of engagement in lessons Distractions to students Saturday camps and after-school tutorials were sparsely attended.

Problem Statement 4: Math - There is a 30% gap between our EB and 47% gap between our SPED and on-level. **Root Cause:** SPED Support not effective EB support absent Strategies used in classroom PLC/RTI

Problem Statement 5: Social Studies - The problem identified is that lessons are not being taught with rigor. The lessons are not being taught in quadrant D. **Root Cause:** Attendance Relationships in classroom Level of engagement Intervention Rigor of lessons

Problem Statement 6: 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.

Problem Statement 7: CCMR increased for the 21-22 school year, however, more growth is needed to meet requirements for the 22-23 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 (Prioritized): Closing the achievement 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 99th 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 decreased by 3-6% within the last two years of school due to the pandemic. **Root Cause:** PHS did not have clear attendance expectations; Having those needed conversations with students to speak about why they were not on campus; Failure to educate the parents on how to track their students on skyward; Truancy systems were not set into place early on the school year to combat the issue of students leaving campus and lack of consequences; Engaging lessons & build relationships.

Problem Statement 2: CCMR increased for the 21-22 school year, however, more growth is needed to meet requirements for the 22-23 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 9th, 10th, and SIOP teams at 11th 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 **92%** 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 10th and 11th 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 9th to 12th 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 decreased by 3-6% within the last two years of school due to the pandemic. **Root Cause:** PHS did not have clear attendance expectations; Having those needed conversations with students to speak about why they were not on campus; Failure to educate the parents on how to track their students on skyward; Truancy systems were not set into place early on the school year to combat the issue of students leaving campus and lack of consequences; Engaging lessons & build relationships.

Problem Statement 2: Math - There is a 30% gap between our EB and 47% gap between our SPED and on-level. **Root Cause:** SPED Support not effective EB support absent Strategies used in classroom PLC/RTI

Problem Statement 3: 15% of freshmen did not pass Biology EOC. **Root Cause:** Attendance issues Lack of engagement in lessons Distractions to students Saturday camps and after-school tutorials were sparsely attended.

Problem Statement 4 (Prioritized): E1 and E2 focused on Q3, which did not allow Q4 opportunities for students. EB and SPED scores are up to 20 points lower than on-level students. PHS has lower STAAR SpEd scores across the board and lower EB scores for E1 when compared to SOHO and SRHS even though we have similar demographics. **Root Cause:** Attendance Give students enrichment opportunities Effective support for special populations

Problem Statement 5: CCMR increased for the 21-22 school year, however, more growth is needed to meet requirements for the 22-23 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 - The problem identified is that lessons are not being taught with rigor. The lessons are not being taught in quadrant D. **Root Cause:** Attendance Relationships in classroom Level of engagement Intervention Rigor of lessons

Problem Statement 7: 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.

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 decreased by 3-6% within the last two years of school due to the pandemic. **Root Cause:** PHS did not have clear attendance expectations; Having those needed conversations with students to speak about why they were not on campus; Failure to educate the parents on how to track their students on skyward; Truancy systems were not set into place early on the school year 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 21-22 school year, however, more growth is needed to meet requirements for the 22-23 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: 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.

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 decreased by 3-6% within the last two years of school due to the pandemic.

Root Cause 1: PHS did not have clear attendance expectations; Having those needed conversations with students to speak about why they were not on campus; Failure to educate the parents on how to track their students on skyward; Truancy systems were not set into place early on the school year 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: E1 and E2 focused on Q3, which did not allow Q4 opportunities for students. EB and SPED scores are up to 20 points lower than on-level students. PHS has lower STAAR SpEd scores across the board and lower EB scores for E1 when compared to SOHO and SRHS even though we have similar demographics.

Root Cause 2: Attendance Give students enrichment opportunities Effective support for special populations

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 3: Closing the achievement Gap due to the COVID pandemic.

Root Cause 3: 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.

Problem Statement 3 Areas: Student Achievement

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 3-6% overall for ADA for the 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 and ADA reports

Strategy 1 Details	Formative Reviews		
Strategy 1: 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! Strategy's Expected Result/Impact: Every six weeks run reports on daily balanced attendance Staff Responsible for Monitoring: Administrators and Attendance Clerk Funding Sources: Incentives to increase attendance - 199 - General Fund - \$142,000.31	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 student needs ensuring students are future ready.

Performance Objective 2: ELA 1 EOC approaches grade level scores will increase from 55% to 60%
 ELA 2 EOC approaches grade level scores will increase from 70% to 75%

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		
Strategy 1: ELA 1&2 teachers will effectively implement instructional practices from training in the areas of writing, reading, SDI, AVID, and SIOP Strategy's Expected Result/Impact: Improved student achievement in all student sub-populations Staff Responsible for Monitoring: Daniel Reyna Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 255 - Title II A - Improving Teacher & Principal Q - \$39,716.58, - 199 - General Fund - \$40,168.20		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: Biology will increase overall passing rate ("Approaches") on Biology EOC (for first-time test-takers) by 7% (from to 85% to 92%). Biology will decrease gap for EB by 10%. (This will result in overall passing rate for EB of 71%.)
Biology will decrease gap for SPED by 20%. (This will result in overall passing rate for SPED of 63%.)

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 assessments and STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Biology team will identify students with academic gaps early and will invite students to tutorials, extended day, and sSaturday camps. Strategy's Expected Result/Impact: Gaps in learning will decrease and students will be more successful on the EOC. Staff Responsible for Monitoring: Trevor Parker Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 255 - Title II A - Improving Teacher & Principal Q - \$39,716.58, - 199 - General Fund - \$40,168.20	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 4: ALGEBRA - While maintaining or increasing on-level percentage, we will close the EB gap by 10% and SPED gap by 17% by 2024 Spring EOC.

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		
Strategy 1: Algebra teachers will have specific planning days with support facilitator to review students IEPs and make instructional accommodations based on those IEPs Strategy's Expected Result/Impact: Effective, differentiated instruction Staff Responsible for Monitoring: Patricia Goodman TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Substitutes for planning days - 199 - General Fund - SPED Allotment - \$1,334.75, - 255 - Title II A - Improving Teacher & Principal Q - \$39,716.58, - 199 - General Fund - \$40,168.20	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: US HISTORY EOC - Increase our Percent Scores to 70% (due to new test item types) for the grade level (first-time testers) or the equivalent of two questions per student per unit assessment.

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		
Strategy 1: US History teachers will identify students on the "bubble" for meets grade level and draft them for Eagle Time intervention. Strategy's Expected Result/Impact: Improved STAAR EOC scores Staff Responsible for Monitoring: Steven Friend Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 255 - Title II A - Improving Teacher & Principal Q - \$39,716, - 199 - General Fund - \$40,168.20	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 6: 30% of the students will increase one composite score on the 2022-2023 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		
Strategy 1: 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. Strategy's Expected Result/Impact: Increased academic performance in ESL students. Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Substitutes for Teachers attending ESL Institute - 199 - General Fund - Bil/ESL Allotment - \$5,606.94	Formative		
	Jan	Apr	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers will be trained in CBLI strategies. Strategy's Expected Result/Impact: Increased academic performance in ESL students. Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Substitutes for SIOP training and SIOP curriculum - 199 - General Fund - Bil/ESL Allotment - \$8,715	Formative		
	Jan	Apr	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: We will monitor ESL students' language proficiency and utilize effective CBLI strategies to increase their language proficiency. Strategy's Expected Result/Impact: Increased academic performance in ESL students. Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: 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
			





 No Progress
 Accomplished
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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: 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.

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		
Strategy 1: We will monitor student growth by continuously comparing the beginning, middle and end of year Map scores to determine possible intervention strategies Strategy's Expected Result/Impact: Grow their RIT score as identified by each administration Staff Responsible for Monitoring: Aldo Prado Funding Sources: - 255 - Title II A - Improving Teacher & Principal Q - \$39,717.16, - 199 - General Fund - \$40,168.20	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 8: Closing the achievement Gap due to the COVID pandemic.





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

Evaluation Data Sources: Tutoring, Esser tutorials, extended day, and Saturday tutorials.

Strategy 1 Details	Formative Reviews		
Strategy 1: All students who did not pass an EOC exam last year will receive 30 hours of tutoring. Strategy's Expected Result/Impact: Closing of learning gaps Staff Responsible for Monitoring: All Administrators for their respective subjects TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Tutors and Instructional Materials - 282 - ESSER III - \$75,500, Teacher Pay and Instructional Materials - 199 - General Fund - \$3,700, Professional Duty Pay - 199 - General Fund - \$22,723	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: CCMR - Increase the total number of certs for the 2022-2023 by 50% from the 2021-2022.

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: CCMR score from TEA data, internal monitoring system

Strategy 1 Details	Formative Reviews		
Strategy 1: College Now counselor will work with all grade levels to educate them on CCMR readiness standards Strategy's Expected Result/Impact: All students will be informed of CCMR readiness standards Staff Responsible for Monitoring: College Now counselor TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
	✗	✗	✗
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish a clear system for monitoring and updating the CCMR list Strategy's Expected Result/Impact: Regularly updated information in the spreadsheet. Staff Responsible for Monitoring: Erika Nations - Counselors Title I: 2.6 - TEA Priorities: 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 that meet the needs of each student.








Performance Objective 2: Increase number of Industry Certifications earned by our students in all the departments in CTE.

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: Industry certification test scores

Strategy 1 Details	Formative Reviews		
Strategy 1: CCMR exams will be offered in all respective pathways Strategy's Expected Result/Impact: Teachers will collaborate with district CTE to obtain/implement resources required to prepare/administer CCMR exams. Staff Responsible for Monitoring: Erika Nations TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	June
	✗	✗	✗
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of CTE teachers will attend training on CTE curriculum Strategy's Expected Result/Impact: All teachers will understand and implement district CTE curriculum Staff Responsible for Monitoring: Erika Nations TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Jan	Apr	June
	✗	✗	✗
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will allow all students to retest who fall below proficiency on certification exams (when possible) Strategy's Expected Result/Impact: Increase in student success and number of certifications earned. Staff Responsible for Monitoring: Erika Nations TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
	✗	✗	✗

Strategy 4 Details	Formative Reviews		
Strategy 4: All CTE teachers will implement reading skills practice related to their certification. Strategy's Expected Result/Impact: Increased success on certification exams due to improved reading skills in the area of technical reading. Staff Responsible for Monitoring: Erika Nations TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	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		
Strategy 1: All teachers will receive meaningful instructional feedback through the T-TESS evaluation system. Strategy's Expected Result/Impact: Teachers will receive their T-TESS goals, which should also result in increased student achievement. Staff Responsible for Monitoring: All assistant principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
	✗	✗	✗
Strategy 2 Details	Formative Reviews		
Strategy 2: Once a week, a teacher will be nominated by their peers and recognized by the administration for their outstanding work. Strategy's Expected Result/Impact: Increase in teacher morale Staff Responsible for Monitoring: Administrators ESF Levers: Lever 2: Effective, Well-Supported Teachers	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 to promote a successful learning environment.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Teacher surveys and professional development reports

Strategy 1 Details	Formative Reviews		
Strategy 1: CCSs and Appraisers will work with teachers on an individual basis to improve instruction, develop quality connections, and to support educator growth. Strategy's Expected Result/Impact: Teacher retention rate will be reach 95% or higher Staff Responsible for Monitoring: All APs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Apr	June
	✗	✗	✗
Strategy 2 Details	Formative Reviews		
Strategy 2: All core content departments will be provided instructional planning days for teachers to develop curriculum and instruction Strategy's Expected Result/Impact: Lesson plans will reflect high quality curriculum and instruction Staff Responsible for Monitoring: CCS and APs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	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 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

Strategy 1 Details	Formative Reviews		
Strategy 1: A central call-log will be established and utilized in order to make communication transparent to all. Strategy's Expected Result/Impact: Increased parental communication Staff Responsible for Monitoring: Steve Friend ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
	✗	✗	✗
Strategy 2 Details	Formative Reviews		
Strategy 2: Homeroom teachers will make contact with parents every six weeks Strategy's Expected Result/Impact: Increased parent participation in student learning Staff Responsible for Monitoring: Steve Friend ESF Levers: 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		
Strategy 1: Include at least one community business owner in campus site-based decision making committee meetings Strategy's Expected Result/Impact: Increased input from local community on school issues Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Apr	June
	✗	✗	✗
Strategy 2 Details	Formative Reviews		
Strategy 2: Increasing alumni involvement in school traditions such as Burn Sam and Emerald Pageant Strategy's Expected Result/Impact: Increased participation from community stakeholders Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, 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: 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		
Strategy 1: Train 20-30 student leaders on campus with a 2-day training from Safe School Ambassador program representative Strategy's Expected Result/Impact: Students will acquire skills needed to de-escalate conflict. This should result in decreased rates of bullying and fighting. Staff Responsible for Monitoring: Trevor Parker ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
	✗	✗	✗
Strategy 2 Details	Formative Reviews		
Strategy 2: Meet with Safe School Ambassadors once a month to discuss data collection. Strategy's Expected Result/Impact: Accurate data regarding bullying, along with prevention of bullying Staff Responsible for Monitoring: Trevor Parker ESF Levers: 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		
Strategy 1: 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. Strategy's Expected Result/Impact: Students will be safe and secure in the unlikely event of a lockdown. Staff Responsible for Monitoring: Trevor Parker ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
	✗	✗	✗
Strategy 2 Details	Formative Reviews		
Strategy 2: Safety drills will be conducted one a month. Strategy's Expected Result/Impact: In the unlikely event of an emergency, students and staff will be prepared with knowledge of what to do to get to safety. Staff Responsible for Monitoring: Trevor Parker ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
	✗	✗	✗
<div>  0% No Progress  100% 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: 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		
Strategy 1: Teachers and staff will be trained in a campus-wide professional development over restorative circles. Strategy's Expected Result/Impact: More positive climate on campus Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
	✗	✗	✗
Strategy 2 Details	Formative Reviews		
Strategy 2: We will monitor classroom removals for special education students and ensure restorative practices are the primary response in the case of disciplinary incidents. Strategy's Expected Result/Impact: Reduced classroom removals of special education students. Staff Responsible for Monitoring: Jessica Martinez TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy	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 recommit to the PBIS training.

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





Strategy 1 Details	Formative Reviews		
Strategy 1: All administrators and campus safety personnel will undergo CPI training Strategy's Expected Result/Impact: Compliance with TBSI Staff Responsible for Monitoring: Jessica Martinez ESF Levers: 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 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: Increase communication regarding transportation to students and parents.

District Objective:

Objective 6.2 Increase the safety of transporting students through technology and training.

Strategy 1 Details	Formative Reviews		
Strategy 1: Making bus routes readily available to students and parents by posting all updates to the PHS student website. Strategy's Expected Result/Impact: Increased clarity between transportation and students and staff Staff Responsible for Monitoring: Trevor Parker ESF Levers: Lever 1: Strong School Leadership and Planning	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 2: Increase retention of custodial, transportation, and cafeteria personnel.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: Retention rates.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase celebrations and recognition for custodial, transportation, and cafeteria personnel. Strategy's Expected Result/Impact: Improved morale and increased retention rates for ancillary personnel Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
	✗	✗	✗
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	8	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: 41

Brief Description of SCE Services and/or Programs

--

Personnel for Pasadena High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abuhamra, Judith	HS Spanish Teacher	1
Acosta Lopez, Luis Alfredo	Residency Student Teacher	1
Allen, Michael	Extra Days 15	1
Allen, Michael	HS Asst Dir Band	1
Caughlin, Connor A	Residency Student Teacher	1
Cherry, Connor Jacob	HS History Teacher (Comp Ed)	1
Cole, Christopher Loreda	HS Math Teacher	1
Cordova, Eberardo	Residency Student Teacher	1
Edwards, Jennifer Cristin	HS English Teacher	1
Fernald, Russell Rustin	HS Geography Teacher	1
Garcia Ramon, Edgar	HS SIOP English Teacher	1
Ghanimi, Nahid	HS ESL Teacher	1
Gillam, Kristin Hope	HS Government Teacher	1
Gokce, Solmaz	HS English Teacher (HS Allot)	1
Gough, David A	HS English Teacher	1
Green, Adam Christopher	HS History Teacher	1
Harris, Loraine	HS History Teacher	1
Hernandez, Maria Luz	PLATO Lab Aide	1
Hollis, Kasondra Lynn	HS English Teacher (Comp Ed)	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kelly, Darla Sue Tamulitis	HS History Teacher (Comp Ed)	1
Limas, Elizabeth	Classroom Facilitator	1
Little, Eric Scott	HS History Teacher	1
Lloyd, Diane Benjamin	HS English Teacher (Comp Ed)	1
Martin, Abigail Rosamond	Residency Student Teacher	1
Martinez Castillo, Janice	HS ESL Teacher	1
Mize, Kristin Gay	Lang Arts Comp Aide Sec	1
Moreno, Leticia	HS Spanish Teacher	1
Murray, Jason M	HS Tech Facilitator (Comp Ed)	1
Ojeda, Candra Danielle	HS History Teacher	1
Pedraza, Brandy	Classroom Facilitator	1
Peterson, Beth Lynn	HS Physics Teacher	1
Que, Mary Jennifer Jao	HS English Teacher (Comp Ed)	1
Ray, Teresa Ann	HS Math Teacher	1
Rivera, Alma Jesenia	HS SIOP Math Teacher	1
Rives, Dennise Moreno	HS SIOP Social Studies Teacher	1
Rodriguez, Nicolas Javier	HS Chemistry Teacher	1
Solis, Nora Nancy	HS Math Teacher	1
Steele, Michelle Y	HS Intervention Teacher	1
Tinoco Garcia, Elizabeth	HS English Teacher (HS Allot)	1
Vaughn, Autumn Lee	HS ESL Teacher	1
Whitaker, Ashley Nicole	Lang Arts Comp Aide Sec	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Incentives to increase attendance		\$142,000.31
1	2	1			\$40,168.20
1	3	1			\$40,168.20
1	4	1	Substitutes for planning days	SPED Allotment	\$1,334.75
1	4	1			\$40,168.20
1	5	1			\$40,168.20
1	6	1	Substitutes for Teachers attending ESL Institute	Bil/ESL Allotment	\$5,606.94
1	6	2	Substitutes for SIOP training and SIOP curriculum	Bil/ESL Allotment	\$8,715.00
1	7	1			\$40,168.20
1	8	1	Professional Duty Pay		\$22,723.00
1	8	1	Teacher Pay and Instructional Materials		\$3,700.00
Sub-Total					\$384,921.00
Budgeted Fund Source Amount					\$384,921.00
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	Instructional Resources	Supplemental Funds Allotment	\$5,606.94
1	6	3	LUCHA Aide	LUCHA Aide Salary Allotment	\$28,556.51
1	6	3	SIOP Facilitator	SIOP Facilitator Salary Allotment	\$79,608.38
1	6	3	SIOP Teacher	SIOP Teacher Salary Allotment	\$157,739.05
Sub-Total					\$271,510.88
Budgeted Fund Source Amount					\$271,510.88
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$39,716.58
1	3	1			\$39,716.58

255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$39,716.58
1	5	1			\$39,716.00
1	7	1			\$39,717.16
Sub-Total					\$198,582.90
Budgeted Fund Source Amount					\$198,582.90
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	Tutors and Instructional Materials		\$75,500.00
Sub-Total					\$75,500.00
Budgeted Fund Source Amount					\$75,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$930,514.78
Grand Total Spent					\$930,514.78
+/- 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)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	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
2. Coordinated Health Program <ul style="list-style-type: none"> 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 Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting 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 	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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

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

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	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
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	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"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<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>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> 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"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<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"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<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>15. Technology Integration in Instructional and Administrative Programs</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>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<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
Memorial High School
2022-2023 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

Ethnic Distribution:								
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%
Sex:								
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
All Subjects															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% 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%
ELA/Reading															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% 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%
Mathematics															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% 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%
Science															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% 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%
Social Studies															
Percent of Tests															
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%
Number of Tests															
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
Participation															
% 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.

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		
Strategy 1: Special Ed students will be scheduled into regular education and support facilitation classrooms to provide optimal learning environments. Strategy's Expected Result/Impact: Progress Reports Semester Report Cards Staff Responsible for Monitoring: Counselors Special Education Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The SIOP instructional aides will assist in the ELL classroom and in the SIOP classrooms to provide academic support for the ELL students. Strategy's Expected Result/Impact: ELL student exit from ESL program. Staff Responsible for Monitoring: SIOP Facilitator	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: SIOP Peer facilitators will monitor instructional delivery, plan for the implementation of SIOP strategies, research instructional materials, and provide support to SIOP team teachers. Strategy's Expected Result/Impact: SIOP walk-through data, assessment data, ESL department leadership to staff Staff Responsible for Monitoring: SIOP facilitator Funding Sources: - 263 - Title III A - Bilingual Education, Language	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: SIOP instructional strategies implemented in all core academic classes. Strategy's Expected Result/Impact: SIOP walk-throughs, assessment data, SIOP staff development delivered by appropriate staff. Staff Responsible for Monitoring: SIOP Facilitator Funding Sources: - 263 - Title III A - Bilingual Education, Language	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide extended day services for students not mastering any EOC prior to each re-test administration. Strategy's Expected Result/Impact: EOC results Extended day attendance Staff Responsible for Monitoring: Department Chairs Campus Coaches Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm, - 282 - ESSER III	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: The SIOP classrooms will provide an opportunity for more one-on-one teacher attention and academic intervention. Strategy's Expected Result/Impact: ELL student exit from program Staff Responsible for Monitoring: Administrative Staff SIOP Facilitator Funding Sources: - 263 - Title III A - Bilingual Education, Language	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide all students after school EOC preparation opportunities. Strategy's Expected Result/Impact: EOC results Staff Responsible for Monitoring: Department Chairs Campus Coaches Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm - 206 Texas Hurricane Homeless Program	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Utilize MavTime for tutoring, enrichment, and intervention opportunities based on mastery of essential standards. Strategy's Expected Result/Impact: Greater mastery of standards Staff Responsible for Monitoring: Administrators Instructional Staff	Formative		
	Jan	Apr	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Provide a minimum of 90 minutes of tutorial time each week before, during, and after school for all students. Strategy's Expected Result/Impact: PSAT, SAT, ACT results AP Exam results CBA results STAAR results Passing Rates Staff Responsible for Monitoring: All teachers Funding Sources: Staffing - Overtime - 199 - General Fund - \$18,000, Extra Duty Pay Teachers/ Support staff - 289 - Title IV- Student Support & Academic Enrichm - \$15,600, - Extended Day/Tutorial - \$8,160	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
Strategy 10: 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. Strategy's Expected Result/Impact: Increased passing rate on STAAR EOCs Staff Responsible for Monitoring: Admin Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm, Payroll for Tutoring and Materials - 282 - ESSER III - \$139,000	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% 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		
Strategy 1: Teachers will detail use of technology in their lesson plans and facilitate student use. Strategy's Expected Result/Impact: Use of technology reported in teacher lesson plans Staff Responsible for Monitoring: Administrative Team Campus Coaches Funding Sources: - 199 - General Fund - \$3,240	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: 90% mastery on TEKS Evaluation of STAAR/EOC Data Staff Responsible for Monitoring: Department Chair Administration Campus Coaches Funding Sources: Instructional Staffing/Instructional Resources - State Compensatory Funds - \$1,518,201	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide direct instruction in language acquisition to ELL students through a variety of instructional strategies. Strategy's Expected Result/Impact: 90% Mastery on TEKS Evaluation of STAAR/EOC Data Staff Responsible for Monitoring: SIOP Team	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Review lesson plans weekly to identify rigorous and relevant teaching strategies, scope and sequence alignment, lesson delivery, and assessments. Strategy's Expected Result/Impact: 90% Mastery on TEKS Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Department CHAIR Administration Campus Coaches	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide implementation support of a variety of instructional strategies that focus on student engagement. Strategy's Expected Result/Impact: Walk-through data Staff Responsible for Monitoring: Administrators Campus Coaches Funding Sources: - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Implement strategies to ensure the vertical and horizontal instructional alignment across all curriculum areas and adherence to the district scope and sequence. Strategy's Expected Result/Impact: 90% Mastery on TEKS Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Department Chair Campus Coaches Administration	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: 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? Strategy's Expected Result/Impact: New Teacher Survey Mentor Teacher Observation data Walk-Throughs Staff Responsible for Monitoring: Teachers Coaches Administration Mentor Teachers Funding Sources: Curriculum Resources by Dept - 199 - General Fund - \$81,600	Formative		
	Jan	Apr	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Continue implementation of a variety of research-based writing strategies. Strategy's Expected Result/Impact: Walk-Through Data Staff Responsible for Monitoring: 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.

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		
Strategy 1: Students enrolled in Principles Courses will complete a career exploration unit. Strategy's Expected Result/Impact: Career and college readiness data Staff Responsible for Monitoring: CTE Department Chair CTE Teachers Administration	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education students will participate in a transition fair which will provide them with information about post-high school careers. Strategy's Expected Result/Impact: Special Education post-grad data Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Conference minutes, Graduation Plan Staff Responsible for Monitoring: Administrators Counselors Funding Sources: Graduation Plan - 199 - General Fund - \$16,200	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Partnership with the San Jacinto College shared planner will continue to guide students with college and career planning. Strategy's Expected Result/Impact: College acceptance data Student participation data Staff Responsible for Monitoring: Shared Planner	Formative		
	Jan	Apr	June

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

Strategy 10 Details	Formative Reviews		
Strategy 10: The College Now Coordinator will work with all students, staff, and parents to promote college and career readiness. Strategy's Expected Result/Impact: College acceptance data Staff Responsible for Monitoring: College Now Coordinator	Formative		
	Jan	Apr	June
Strategy 11 Details	Formative Reviews		
Strategy 11: The focus on college entrance exams will begin in all 9th, 10th, and 11th grade classrooms in addition to senior classrooms. Strategy's Expected Result/Impact: College Board Evaluation Data Staff Responsible for Monitoring: Administration College Now Coordinator Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Utilize the College Now Coordinator to provide additional support for student interest in college and career opportunities. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: College Now Coordinator	Formative		
	Jan	Apr	June
Strategy 13 Details	Formative Reviews		
Strategy 13: All 9th, 10th, and 11th Grade students will take the PSAT. Strategy's Expected Result/Impact: College Board Evaluation Data Staff Responsible for Monitoring: Testing Coordinators College Now Coordinator	Formative		
	Jan	Apr	June
Strategy 14 Details	Formative Reviews		
Strategy 14: Students will be given opportunities to visit colleges through College Now trips. Strategy's Expected Result/Impact: Student participation and college application data Staff Responsible for Monitoring: College Now	Formative		
	Jan	Apr	June
Strategy 15 Details	Formative Reviews		
Strategy 15: Colleges and universities will be invited to visit with students during lunch to provide application information. Strategy's Expected Result/Impact: Student participation and college application data Staff Responsible for Monitoring: College Now Coordinator	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: Provide offerings to students in the Advanced Placement Programs

Evaluation Data Sources: Enrollment increase in advanced placement programs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize appropriate intervention process prior to "leveling down" from an AP or Pre-AP course. Staff Responsible for Monitoring: Administration Counselors	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the resources and personnel in the AVID program, counseling office, and teachers to encourage enrollment in Pre-AP and AP courses. Strategy's Expected Result/Impact: Increase enrollment in the AP program Staff Responsible for Monitoring: Administration Counselors Early College Staff Funding Sources: - 199 - General Fund - \$10,913	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide accurate information to all students regarding the Pre-AP and the AP program during course registration in January and February. Strategy's Expected Result/Impact: NMSI participation Increased enrollment in Pre-AP and AP programs Staff Responsible for Monitoring: Administration Counselors Funding Sources: - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Use AP indicator data to encourage enrollment in AP courses and/or Dual Credit Staff Responsible for Monitoring: Administration Counselors College Now Coordinator	Formative		
	Jan	Apr	June





Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: Higher order thinking skills observed in walk-through data Staff Responsible for Monitoring: Administration Campus Coaches Funding Sources: - 428 - G/T Performance Standards	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide review and study sessions prior to the AP test administration in May. Strategy's Expected Result/Impact: AP Exam Results Study session attendance Staff Responsible for Monitoring: Administration Funding Sources: - 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		
Strategy 1: The administrative staff will give frequent public recognition to teachers who regularly provide rigorous, relevant instruction to our students. Strategy's Expected Result/Impact: Teacher survey Staff Responsible for Monitoring: Administration Funding Sources: Staff Appreciation - 199 - General Fund - \$19,200	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Applicant's qualifications District criteria Staff Responsible for Monitoring: Administration Human Resources	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: We will utilize state compensatory funds to employ highly qualified staff in the content areas, as well as support and content specialist positions. Strategy's Expected Result/Impact: Administration Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Hiring of highly qualified staff members Staff Responsible for Monitoring: Administration Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Recruit highly qualified teachers for all content area subjects by attending job fairs and making college campus visits. Strategy's Expected Result/Impact: 90% Mastery on TEKS Evaluation of STAAR/EOC Data Increased ESL certified employment Staff Responsible for Monitoring: Administration	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: 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. Strategy's Expected Result/Impact: Applicant's qualifications District criteria Staff Responsible for Monitoring: 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		
Strategy 1: 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. Strategy's Expected Result/Impact: Team minutes Team agendas Data gathered by administration attending the meetings Staff Responsible for Monitoring: Department Chairs Content Team Leaders Administration Funding Sources: Substitutes - Principal Sub Pay - 199 - General Fund - \$6,100	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Team training agenda Team training minutes Walk-throughs Staff Responsible for Monitoring: Department Chairs Team Leaders Campus Coaches Funding Sources: Staff Development Resources - 199 - General Fund - \$6,000	Formative		
	Jan	Apr	June





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

Strategy 7 Details	Formative Reviews		
Strategy 7: Teacher leaders will attend training and participate in external and internal instructional rounds. Strategy's Expected Result/Impact: Teacher feedback PLC Planning Staff Responsible for Monitoring: Administration	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: 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		
Strategy 1: Technology Liaisons will offer monthly training opportunities to PMHS teachers to enhance their skills Strategy's Expected Result/Impact: Use of technology, Walk Through data Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: PMHS Teachers will be encouraged to take E-courses and Webinars that will provide enrichment activities that incorporate technology into their classroom instruction. Strategy's Expected Result/Impact: E Course Data, Webinar Data Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Content Specialist for Instructional Technology will work with PLCs to incorporate technology into lessons and offer trainings to encourage incorporating technology. Strategy's Expected Result/Impact: Successful incorporation of technology into instruction. Staff Responsible for Monitoring: District Specialists Funding Sources: Content Specialist Staffing - 255 - Title II A - Improving Teacher & Principal Q - \$112,004.91	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will be afforded opportunities to collaborate and calibrate lesson plans, assessments, and other instructional materials through applied professional development days. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Content Specialists and Admin Funding Sources: Substitutes - Extended Day/Tutorial - \$11,000	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 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		
Strategy 1: We will develop high quality first year-teachers through a mentoring program. Strategy's Expected Result/Impact: Walk throughs, observations, Feedback from mentors Staff Responsible for Monitoring: Master mentors, admin Funding Sources: - 199 - General Fund	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: 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		
Strategy 1: 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 Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: All staff Funding Sources: Cheer and materials - 199 - General Fund - \$7,200	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: At-risk students will be encouraged to join PMHS clubs and organizations. Strategy's Expected Result/Impact: Program participation Staff Responsible for Monitoring: Teachers, counselors, APs Funding Sources: - 21st CCLC Grant	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Involve parents by holding regular booster club meetings, parent informational meetings, and Open House nights. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Build community support by involving students and parents in grades K-8 in high school activities. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: 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 Strategy's Expected Result/Impact: Community survey, increase participation Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: 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. Strategy's Expected Result/Impact: student, parent, community, and staff surveys Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: PMHS students will participate in Veteran's Day activities Strategy's Expected Result/Impact: Student discipline referrals, community engagement Staff Responsible for Monitoring: Fine arts and social studies departments Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Communicate regularly with parents and community by utilizing the district call-out system, "Remind", the school website, the marquee, social media and regular mailouts. Strategy's Expected Result/Impact: student, parent, community, and staff surveys Staff Responsible for Monitoring: Principal, Admin	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Students will be required to participate in 25 hours of community service each year to earn a cord for graduation Strategy's Expected Result/Impact: Community engagement, Discipline referrals Staff Responsible for Monitoring: Admin, Counselors	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: 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		
Strategy 1: PMHS will conduct parent conferences for students whose attendance rate needs improvement. Strategy's Expected Result/Impact: Attendance audits Staff Responsible for Monitoring: Counselors, Admin Funding Sources: At Risk resources - 199 - General Fund - \$16,580	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Student Discipline Referrals Staff Responsible for Monitoring: All staff\	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: PMHS students will participate in various activities to support community needs. Strategy's Expected Result/Impact: Student referrals Staff Responsible for Monitoring: Sponsors Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will monitor student attendance rates in the classroom and report any irregularities to the administration and attendance office. Strategy's Expected Result/Impact: Attendance audits Staff Responsible for Monitoring: All teachers and admin Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June

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

Strategy 10 Details	Formative Reviews		
Strategy 10: Collaborate and communicate with the District Attorney and the truancy court judges to ensure parent and student compliance with state attendance laws. Strategy's Expected Result/Impact: Attendance Audits Staff Responsible for Monitoring: Truancy Clerk Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Communication to parents will be used to notify parents of student absences, failing grades, and other related instructional items. Strategy's Expected Result/Impact: Increased attendance, Increased grades Staff Responsible for Monitoring: School District, Admin, Paras Funding Sources: District Communication Devices - 199 - General Fund - \$3,100, - Extended Day/Tutorial	Formative		
	Jan	Apr	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Conduct home visits to students who are disengaged and exhibiting at-risk behaviors. Strategy's Expected Result/Impact: student, parent, community, and staff surveys Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Provide saturday make-up sessions and/or tutorials for students who have not met the 90% attendance requirement rule for credit purposes Strategy's Expected Result/Impact: Attendance audits Staff Responsible for Monitoring: Admin Funding Sources: - 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 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		
Strategy 1: Educate students, teachers, parents and administrators about violence prevention and intervention through a concentrated focus on bullying, conflict resolution, suicide prevention and harassment. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Counselors, ADMIN	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will be represented by their peers on the Superintendent's Advisory Board, and the Principal's Advisory Board. Strategy's Expected Result/Impact: Student Discipline Referrals Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Student participation in clubs, organizations, and extra-curricular activities will be encouraged and monitored. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Organization Teacher Sponsors Funding Sources: Equipment, staffing, other fees associated with organizations - 199 - General Fund - \$181,325	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: 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		
Strategy 1: Students will wear school-issued ID badges at all times during the school day. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Admin Funding Sources: - 199 - General Fund - \$5,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Be proactive by identifying potential problems before they escalate by reviewing data and actively monitoring behavior in the classrooms, hallways, and common areas. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: All Staff	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain the tardy sweep program. Strategy's Expected Result/Impact: student, parent, community, and staff surveys Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: PMHS will participate in the safe school ambassador program. Strategy's Expected Result/Impact: Parent, student, staff surveys Staff Responsible for Monitoring: 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		
Strategy 1: Cooperative learning strategies will be implemented in all classrooms in order to promote positive student interactions Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Admin, All teachers Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Safe and Civil schools will be implemented for school-wide student behavior management strategies including recognizing, celebrating, and rewarding positive and productive student behaviors. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Admin, Staff	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: During extended discipline assignment researched restorative practices will be used to deter future misbehavior. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Admin	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Appropriate behavior will be maintained through counseling, positive role modeling, parent communication, and when necessary, disciplinary actions. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Admin, Counselors, All teachers Funding Sources: AP Discretion Funds - 199 - General Fund - \$7,200	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: During homeroom and varied classroom time teachers will incorporate restorative practices. These practices are defined as restorative circles. Strategy's Expected Result/Impact: Counselors, Assistant Principals	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Reduced discipline referrals for Special Education students. Staff Responsible for Monitoring: Campus Admin	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		
Strategy 1: 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. Strategy's Expected Result/Impact: Edgenuity Data Staff Responsible for Monitoring: Counselors, AP over Edgenuity Title I: 2.4, 2.5 Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide the intervention necessary for those students who need support in the acquisition and maintenance of literacy skills. Strategy's Expected Result/Impact: 90% master on objectives Staff Responsible for Monitoring: DAIT	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: EOC Results, bus numbers Staff Responsible for Monitoring: Administrators Funding Sources: Transportation - 289 - Title IV- Student Support & Academic Enrichm - \$9,591	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide regular access to technology for all students for the purpose of conducting research and to complete assignments needing technological support. Strategy's Expected Result/Impact: 90% mastery on TEKS, Evaluation of STAAR EOC data Staff Responsible for Monitoring: Lab Monitor Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: McKinney-Vento Homeless Assistance Act students will be identified and monitored to ensure academic success, access to vouchers and access to school lunch program. Strategy's Expected Result/Impact: Program Implementation Data Staff Responsible for Monitoring: Admin Team, Nurse, Counselors	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: PMHS will work directly with Community Evening School to provide flexible learning opportunities for students. Strategy's Expected Result/Impact: Graduation and completion rates, community evening school data Staff Responsible for Monitoring: Counselors and Administration	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: 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. Strategy's Expected Result/Impact: Report cards, grade data, and at-risk data Staff Responsible for Monitoring: Counselors, Teachers, Administrative Team Funding Sources: - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Monitor at-risk students; Students will be coded at-risk according to the state criteria. Strategy's Expected Result/Impact: At-Risk List Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Apr	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Students have access to the Edgenuity credit and grade recovery program. Strategy's Expected Result/Impact: Grade/credit recovery data Staff Responsible for Monitoring: Counselor, AP Funding Sources: - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
Strategy 10: 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. Strategy's Expected Result/Impact: Report cards, assessment data Staff Responsible for Monitoring: Counselors, Teachers	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 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		
Strategy 1: Infrastructure to allow wireless capabilities will be maintained and working across the campus to support 1:1. Strategy's Expected Result/Impact: Use of technology by students Staff Responsible for Monitoring: Admin Funding Sources: - 411 - Technology Fund	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Walk through data Staff Responsible for Monitoring: Librarians, 4th period teachers Funding Sources: Library Technology/Resources - 199 - General Fund - \$24,300	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide graduation cords for students who have reached the annual goal of 3,000 pages at the end of each academic year. Strategy's Expected Result/Impact: Walk through data, Staff Responsible for Monitoring: Librarians, Literacy Team Funding Sources: - 199 - General Fund - \$5,200	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Require students to record the number of pages read and keep track of the totals each six weeks in the Reading Tracker. Strategy's Expected Result/Impact: Walk-throughs Staff Responsible for Monitoring: Librarians, 4th period teachers Funding Sources: - 199 - General Fund - \$5,200	Formative		
	Jan	Apr	June

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

Strategy 10 Details	Formative Reviews		
Strategy 10: Students will be allowed to use their personal telecommunications devices in classrooms for educational purposes at the teacher's discretion. Strategy's Expected Result/Impact: Use of technology in the classroom Staff Responsible for Monitoring: Admin	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 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		
Strategy 1: All referrals for special ed evaluations shall come from the campus intervention assistance team or the 504 committee. Strategy's Expected Result/Impact: IAT Committee Data Staff Responsible for Monitoring: Diagnosticians, AP, Counselor Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The overall IAT process will be explained to the parent and the IAT should schedule a meeting to consider the parent request. Strategy's Expected Result/Impact: IAT data, Parent survey Staff Responsible for Monitoring: Diagnostician, AP Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: A special education representative will be involved in the IAT or 504 committee process prior to making a special education referral. Strategy's Expected Result/Impact: IAT and 504 Data Staff Responsible for Monitoring: Diagnostician, AP, Counselor Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June





Strategy 4 Details	Formative Reviews		
Strategy 4: If the IAT determines that an evaluation for special education is recommended, the evaluation specialist should begin the referral process. Strategy's Expected Result/Impact: Request for eval data Staff Responsible for Monitoring: Diagnostician Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Accessibility to Facilities - Home visits will be conducted if more information regarding a disability is needed. Strategy's Expected Result/Impact: Home visit inventory data Staff Responsible for Monitoring: Special education Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: 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. Strategy's Expected Result/Impact: ARD Minutes, review of state assessment page, assessment data Staff Responsible for Monitoring: ARD committee Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: School nurse will provide pregnancy related services including counseling, access to resources, Homebound services, and emergency care plan for teachers Strategy's Expected Result/Impact: Program Implementation Data Staff Responsible for Monitoring: Nurse, Counselors Funding Sources: - 199 - General Fund - \$16,600	Formative		
	Jan	Apr	June

Strategy 8 Details	Formative Reviews		
Strategy 8: 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. Strategy's Expected Result/Impact: ARD Committee minutes Staff Responsible for Monitoring: ARD Committee Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
Strategy 9: 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. Strategy's Expected Result/Impact: CPI Data Staff Responsible for Monitoring: Admin Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
Strategy 10: If the IAT determines that an evaluation is not warranted, the campus principal and Executive Director of Special Education shall be notified. Strategy's Expected Result/Impact: Request for Evaluation data Staff Responsible for Monitoring: Diagnostician	Formative		
	Jan	Apr	June
Strategy 11 Details	Formative Reviews		
Strategy 11: During the staffing, the student's academic and behavior performance shall be reviewed. Strategy's Expected Result/Impact: Request for evaluation data Staff Responsible for Monitoring: 504 Chair	Formative		
	Jan	Apr	June
Strategy 12 Details	Formative Reviews		
Strategy 12: 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. Strategy's Expected Result/Impact: Incident documentation Staff Responsible for Monitoring: Behavior team Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June

Strategy 13 Details	Formative Reviews		
Strategy 13: 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. Strategy's Expected Result/Impact: Special Ed. refusal documentation Staff Responsible for Monitoring: Diagnostician, Exec. Dir. Special Ed. Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 14 Details	Formative Reviews		
Strategy 14: Parent request for child receiving services: A staffing should include the 504 chair Evaluation specialist, teacher, and other appropriate staff members. Strategy's Expected Result/Impact: Request for evaluation data Staff Responsible for Monitoring: 504 Chair Funding Sources: Aide staff members - 199 - General Fund - \$7,404	Formative		
	Jan	Apr	June
Strategy 15 Details	Formative Reviews		
Strategy 15: Special Education case managers will actively monitor student success gathering current and relevant data each three weeks. Strategy's Expected Result/Impact: Progress reports, six week grade checks, semester report cards Staff Responsible for Monitoring: Special education staff, case managers Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 16 Details	Formative Reviews		
Strategy 16: Interventions will provided regularly for special education students including before/after school tutorials, parent conferences, home visits, and referrals to attendance courts when needed. Strategy's Expected Result/Impact: Progress report, six week grade checks, semester grades Staff Responsible for Monitoring: Special Education staff Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June





Strategy 17 Details	Formative Reviews		
Strategy 17: 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. Strategy's Expected Result/Impact: EB student exit from ESL program Staff Responsible for Monitoring: Counselors, SIOP campus coach Funding Sources: SIOP Teacher Staffing - 263 - Title III A - Bilingual Education, Language - \$149,686.74	Formative		
	Jan	Apr	June
Strategy 18 Details	Formative Reviews		
Strategy 18: Accessibility to Facilities - Classes will be reassigned, if necessary, for accessibility. Strategy's Expected Result/Impact: ARD meetings, special services data, monitoring individual needs Staff Responsible for Monitoring: Admin Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 19 Details	Formative Reviews		
Strategy 19: Accessibility to Facilities - Aides will be assigned to qualified individuals with disabilities Strategy's Expected Result/Impact: ARD, Student needs assessment, monitoring of aides Staff Responsible for Monitoring: Admin Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 20 Details	Formative Reviews		
Strategy 20: 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. Strategy's Expected Result/Impact: Transition assessment data, graduation plan Staff Responsible for Monitoring: Counselor, ARD committee Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June
Strategy 21 Details	Formative Reviews		
Strategy 21: If the staffing team determines that an evaluation for special ed is recommended, the Evaluation Specialist will begin the referral process. Strategy's Expected Result/Impact: Request for evaluation data Staff Responsible for Monitoring: Diagnostician Funding Sources: - 224 - IDEA-B Special Education	Formative		
	Jan	Apr	June

Strategy 22 Details		Formative Reviews		
Strategy 22: The SIOP campus coach will monitor grades, attendance, and discipline of all EB students and make referrals to the IAT as needed Strategy's Expected Result/Impact: EB student exit from ESL program Staff Responsible for Monitoring: SIOP Campus Coach Funding Sources: 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		
Strategy 23: 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. Strategy's Expected Result/Impact: ARD paperwork, case workers training, support/staff development delivered by PMHS Special Programs Department Leadership to staff, and assessment data Staff Responsible for Monitoring: Admin team, Special education case managers and department head Funding Sources: - 224 - IDEA-B Special Education		Formative		
		Jan	Apr	June
Strategy 24 Details		Formative Reviews		
Strategy 24: During the IAT meeting, the student's academic and behavior performance should be reviewed. Strategy's Expected Result/Impact: Report cards, IAT Records, Discipline Records Staff Responsible for Monitoring: Diagnostician, Admin Funding Sources: - 224 - IDEA-B Special Education		Formative		
		Jan	Apr	June

Strategy 25 Details	Formative Reviews		
Strategy 25: Provide training and necessary foreign language materials for all teachers working with EB students Strategy's Expected Result/Impact: 90 Master on TEKS Staff Responsible for Monitoring: SIOP Campus Coach Funding Sources: SIOP Campus Coach Staffing - 263 - Title III A - Bilingual Education, Language - \$84,870.32	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 4: PMHS will work with different resources for the upkeep of the campus.

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

State Compensatory

Budget for Memorial High School

Total SCE Funds: \$1,785,027.00

Total FTEs Funded by SCE: 52

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
Allbritton, Jerry R	HS Aquatic Science Teacher	1
Anderson, Sean Patrick	HS Chemistry Teacher	1
Barnes, Steven M	HS Geography Teacher	1
Begum, Gousia	HS Chemistry Teacher	1
Brauneis, Amy Michelle	HS English Teacher (Comp Ed)	1
Byrd, Kim Thoa Nguyen	HS Math Teacher (Comp Ed)	1
Campbell, Natasha Angelic	HS English Teacher	1
Caudillo, Rene G	HS History Teacher (Comp Ed)	1
Champe, Laura Alexandra	HS Math Teacher	1
Deschamps, Amber Rose	HS Biology Teacher	1
Ellis, Victoria Angeline	HS History Teacher (HS Allot)	1
Finnen, Liliana Hutson	HS Math Teacher	1
Garrett, Holly Louise	HS English Teacher (Comp Ed)	1
Garza, Sulma Elizabeth	HS IPC Teacher (Comp Ed)	1
Gonzalez, Amey Ines	Classroom Facilitator	1
Gonzalez, Gabriella	HS Math Teacher (Comp Ed)	1
Gonzalez-Guerrero, Sabrina F	HS Dual Language	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gurnell, Severen T	HS Geography Teacher	1
Hanel, Angelia Michele	HS Math Teacher	1
Harrington, Christine Suzanne	HS English Teacher (HS Allot)	1
Hypolite, Darius Larenz	HS Geography Teacher (Comp Ed)	1
James, Seth D	HS English Teacher (HS Allot)	1
Joo, Brian Young Sik	HS ESL Teacher	1
Kuebler, Erica Nicole	HS History Teacher (Comp Ed)	1
Latouche, Michael Dignes	HS History Teacher (Comp Ed)	1
Lopez, Juanita A	HS Spanish Teacher	1
Maduzia, Jeremy Eugene	HS History Teacher	1
Mccarthy, Maureen Louise	HS English Teacher (Comp Ed)	1
Mcgough, John M	HS History Teacher (Comp Ed)	1
Mcgrew, Aquila R	HS Spanish Teacher	1
Mcwhorter, Nancy Gale	HS Math Teacher	1
Munoz, Yvette	HS Math Teacher	1
Nguyen, Rebecca Sue	HS History Teacher	1
Nicholson, Jessica Diane	HS Biology Teacher	1
Powell, Deborah Sue	HS English Teacher (Comp Ed)	1
Purdy, Debra Jean	HS Chemistry Teacher	1
Rogers, Jacob Lee	HS English Teacher	1
Ruiz, Yadira	HS Math Teacher	1
Shak, Michael John	HS History Teacher (Comp Ed)	1
Shannon, Steve O'neal	HS Chemistry Teacher	1
Shelton, Melanie Clair	HS History Teacher (Comp Ed)	1
Solomon, Sheree Renae	HS English Teacher (HS Allot)	1
Spence, David Keith	HS Physics Teacher	1
Taylor, Karen Lynn	Lang Arts Comp Aide Sec	1
Torres, Oscar	HS Spanish Teacher	1
Waldon, Mark Lane	HS Asst Dir Band	1
Waldon, Mark Lane	Extra Days 15	1
White, Stacey Ann	HS Economics Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Williams, Haylee Breeann	HS Math Teacher (Comp Ed)	1
Woods, Stephanie G	HS English Teacher	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Staffing - Overtime		\$18,000.00
1	2	1			\$3,240.00
1	2	7	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					\$526,877.00
Budgeted Fund Source Amount					\$526,877.00
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
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					\$271,958.70
Budgeted Fund Source Amount					\$271,958.70
+/- 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		\$112,004.91
Sub-Total					\$112,004.91
Budgeted Fund Source Amount					\$112,004.91
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	10	Payroll for Tutoring and Materials		\$139,000.00
Sub-Total					\$139,000.00
Budgeted Fund Source Amount					\$139,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,049,840.61
Grand Total Spent					\$1,049,840.61
+/- 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)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	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
2. Coordinated Health Program <ul style="list-style-type: none"> 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 Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting 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 	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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

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

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	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
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	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"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<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>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> 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"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<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"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<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>15. Technology Integration in Instructional and Administrative Programs</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>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<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
Rayburn High School
2022-2023 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 made great progress in its move toward excellence. We have raised the level of expectation on our campus and are taking on the challenges we face in regards to student achievement and success. Teachers campus-wide are providing our students the necessary tools for student achievement 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 content literacy and address the dropout rate. Our campus continues to work to improve student success and move us closer to a high level of college and career readiness. The campus continues to improve student achievement through the PLC process as well as Safe and Civil Schools training to improve school safety.

Sam Rayburn High School serves approximately 2650 students who live in the Pasadena, TX area. Serving a very diverse population the school has 91% Hispanic, 5% White, 3% African American, and 1% other populations. Our mobility rate is 16.9 %.

Demographics Strengths

Due to the rapid increase in attendance and the slight change in demographics, Sam Rayburn students are given opportunities to successfully work together with various cultures. 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

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		83	B
Student Achievement		78	C
STAAR Performance	46	74	
College, Career and Military Readiness	49	81	
Graduation Rate	94.1	80	
School Progress		86	B
Academic Growth	76	86	B
Relative Performance (Eco Dis: 76.6%)	48	81	B
Closing the Gaps	49	75	C

Student Achievement Strengths

Distinction Earned- Comparative Academic Growth

School Culture and Climate

School Culture and Climate Summary

We are committed to ensuring a safe, healthy environment for students and staff. We are members of the Safe and Civil Schools committee and follow their proven plan for providing the safest, healthiest environment possible. The Safe and Civil Schools Committee meets regularly to discuss campus and student issues. Administrators also regularly discuss areas of need with our Site Based 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.

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.

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

Sam Rayburn provides multiple opportunities for parent involvement throughout the school year. We provide orientation for students and parents each year, Open House for parents at the beginning of the school year, and college nights to inform parents of requirements and general information. These are just a few examples of the opportunities we offer. We would like to increase parent attendance at our events so we continue to look for new methods to reach our community.

Parent and Community Engagement Strengths

Sam Rayburn has created a family oriented climate on campus to support the social and emotional needs of parents and students. Parents are welcomed and made a priority when on campus. We work closely with parents through conferences and provide resources such as Parent Connection.

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. Teachers can also reserve the Computer Labs. In addition, the school maintains sets of Activotes, sets of Activexpressions, document cameras, and web cams for student and teacher use. Our technology liaisons 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
- School wide wireless internet is available
- Teacher use of interactive whiteboards
- 1:1 tablet availability for all ninth, tenth and eleventh grade students

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Professional learning communities (PLC) data
- 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.

Evaluation Data Sources: State and district assessment data, CTE Certifications





Strategy 1 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Meet or beat district average on district and state assessments Staff Responsible for Monitoring: Principal, Assistant Principals, , CCSs, Teachers Additional Targeted Support Strategy Funding Sources: General Supplies - State Compensatory Funds - \$1,582,851	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Meet or beat district average on district and state assessments Staff Responsible for Monitoring: Principal, Assistant Principals, CCSs, Teachers Additional Targeted Support Strategy Funding Sources: Payroll - 282 - ESSER III - \$90,000, General Supplies - Extended Day/Tutorial - \$4,400	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Meet or beat district average on district and state assessments Staff Responsible for Monitoring: Principal, Assistant Principals, CCSs Additional Targeted Support Strategy Funding Sources: General Supplies - 199 - General Fund - \$431,200	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Students in subgroup will meet state standards for ELAR on STAAR. Staff Responsible for Monitoring: ELAR teachers, ELAR CCS, ELA AP Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Students of the subgroup will achieve CCMR and graduate with their cohort. Staff Responsible for Monitoring: ELAR and math teachers, ELAR and math CCSs, counselors Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: 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. Strategy's Expected Result/Impact: Meet or beat district average on district and state assessments Staff Responsible for Monitoring: Admin Team Funding Sources: Payroll - 255 - Title II A - Improving Teacher & Principal Q - \$220,355.50	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 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		
Strategy 1: Teachers will incorporate at least one research-based strategy in their instruction daily to support language acquisition. Strategy's Expected Result/Impact: Walk Through Data Staff Responsible for Monitoring: Teachers, CCSs, and Assistant Principals Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will implement structured text annotation strategies to increase student engagement and build literacy skills. Strategy's Expected Result/Impact: Increased scores on summative assessments, walk through data Staff Responsible for Monitoring: Assistant Principals, CCSS, Teachers Additional Targeted Support Strategy Funding Sources: General Supplies - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: 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		
Strategy 1: CTMs will adjust instruction and instructional strategies by creating team common assessments. Strategy's Expected Result/Impact: Focused lesson planning and increased scores on formative and summative assessments; targeted intervention grouping Staff Responsible for Monitoring: Principals, Content Specialists, Teachers, and Assistant Principals Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: CTMs will create team common assessments and analyze data, by student by standard, to drive instruction and intervention. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principals, Content Specialists, Teachers, and Assistant Principals Additional Targeted Support Strategy	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		
Strategy 1: Campus has reviewed the previous year state assessment scores for each student with a disability to determine baseline data. Strategy's Expected Result/Impact: Campus leaders are familiar with our baseline starting point Staff Responsible for Monitoring: Principals, Case Managers, CCSs	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Interventions will be targeted and provided based on documented need Staff Responsible for Monitoring: Principals and Case manager, CCS, LSSP	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement campus procedures for specifying STAAR assessment participation and accommodations within IEPs with fidelity. Strategy's Expected Result/Impact: Consistency in targeted supports for students and appropriate accommodations for testing Staff Responsible for Monitoring: Principals, Case Managers, Counselors, CTC, and Teachers	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will work with district personnel to draft targeted IEP goals and objectives. Strategy's Expected Result/Impact: Goals will be implemented with fidelity and student performance will improve in areas targeted by the goals/objectives Staff Responsible for Monitoring: Principals, Case Managers, District Specialists	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will ensure recommended accommodations/modifications are targeted & data-driven for each student. Strategy's Expected Result/Impact: Accommodations will be implemented with fidelity and student performance will improve. Staff Responsible for Monitoring: Principals, Case Managers, Teachers	Formative		
	Jan	Apr	June





Strategy 6 Details	Formative Reviews		
Strategy 6: Campus will monitor to ensure IEPs are implemented with fidelity & will make data-driven adjustments as necessary for student success. Strategy's Expected Result/Impact: Improved student performance and proper placement of students. Staff Responsible for Monitoring: Principals, Teachers, Case Managers, Counselors	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: 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. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Principals, District Staff Funding Sources: General Supplies - 199 - General Fund - 23 - \$6,448	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Special Education Disciplinary Removal: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: Reduce number of discipline removal days for students with disabilities Staff Responsible for Monitoring: Case managers, APs, SPED AP	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
Strategy 9: 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. Strategy's Expected Result/Impact: Ensure full compliance with all Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: SPED AP	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% 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 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		
Strategy 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 Strategy's Expected Result/Impact: Improved SIOP scores Staff Responsible for Monitoring: Principals and all teachers Additional Targeted Support Strategy Funding Sources: Software - 199 - General Fund - 25 - \$9,334	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use assessment data and classroom observations to create small group instructional opportunities within the classroom setting to provide targeted instruction. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Principals, Teachers, and Interventionist Additional Targeted Support Strategy Funding Sources: Manipulatives - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Evidence of use in Walk Throughs and Lesson Plans Staff Responsible for Monitoring: Teachers, Principals, and CCS Additional Targeted Support Strategy Funding Sources: General Supplies - 263 - Title III A - Bilingual Education, Language - \$10,605.53	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Increased scores on CBA and state assessments Staff Responsible for Monitoring: Teachers and Principals Additional Targeted Support Strategy Funding Sources: General Supplies - 289 - Title IV- Student Support & Academic Enrichm - \$27,191	Formative		
	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  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 6: Provide enrichment opportunities for students to think critically and perform at high levels.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase Advanced Placement enrollment, number of testers, and number of qualifying scores. Staff Responsible for Monitoring: AP Coordinator, Teachers, Counselors, Principals, CCS Funding Sources: General Supplies - 199 - General Fund - 21 - \$8,844	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 1: SRHS will provide opportunities for faculty and staff to communicate with students on college and career readiness.





Evaluation Data Sources: PSAT/SAT/TSIA data, graduation plan, course registration selection.

Strategy 1 Details	Formative Reviews		
Strategy 1: PSAT/SAT test preparation lessons will be provided to Homeroom teachers to implement during Homeroom sessions prior to school-wide PSAT and SAT day. Strategy's Expected Result/Impact: Increased student understanding of the importance of college testing, as well as, benefits of the tests. Increase in PSAT/SAT participation and performance. Staff Responsible for Monitoring: SRHS Administration College Now Coordinator Teachers Advisory Teachers Funding Sources: Prep Materials, Incentive funding - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: 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.

Evaluation Data Sources: Increase of students attending post-secondary programs

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 Strategy's Expected Result/Impact: Increase in number of student applications to post-secondary schools and number of seniors who submit financial aid applications. Staff Responsible for Monitoring: 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	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.

Evaluation Data Sources: Number of students participating in CTE programs and activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Careers will be explored through ASVAB, Annual Elective Fair, endorsement plan selections, and course selection. Strategy's Expected Result/Impact: Increased awareness of how endorsement program selection relates to career options and increased enrollment in CTE programs. Staff Responsible for Monitoring: Counselors Testing office	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Homeroom classes will offer lessons in which students link their PSAT results to College Board Big Future career exploration tools. Strategy's Expected Result/Impact: Students will acquire a better understanding of career opportunities in their field of interest. Staff Responsible for Monitoring: SRHS Administration SRHS Teachers	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Career and Technology Education classes will host guest speakers from related career fields and/or provide career field experience. Strategy's Expected Result/Impact: Increased exposure to career options and expectations. Staff Responsible for Monitoring: SRHS Administration CTE Teachers	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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		
Strategy 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, Limited English Proficient, Dyslexic, Special Education, Migrant, At-Risk, and all other special populations. Strategy's Expected Result/Impact: Increase Retention Rate and Develop Highly Qualified Personnel Staff Responsible for Monitoring: Principals, Campus Leaders Additional Targeted Support Strategy Funding Sources: Teachers - State Compensatory Funds, SIOP Aides - 263 - Title III A - Bilingual Education, Language - \$79,564.45, Lucha Aide - 263 - Title III A - Bilingual Education, Language - \$28,819.39, SIOP Facilitator - 263 - Title III A - Bilingual Education, Language - \$83,526.85	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in staff development opportunities and school district initiatives. Strategy's Expected Result/Impact: Increase Retention Rate, Teacher Development, Improve Instruction Staff Responsible for Monitoring: Principals, Campus Leaders	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increased New Teacher Support, New Teacher Retention Staff Responsible for Monitoring: Principals	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: All core teachers with G/T students will be current regarding required G/T training. Strategy's Expected Result/Impact: Examples of differentiated instruction seen during classroom walk-throughs. Staff Responsible for Monitoring: Principals	Formative		
	Jan	Apr	June





Strategy 5 Details	Formative Reviews		
Strategy 5: All core teachers with LEP students will be SIOP trained. (SG/Per-Reading ELL; Math ELL; SS ELL) Strategy's Expected Result/Impact: Improve CBA, EOC, Common Assessment, ACT, SAT, TSIA, and ASVAB Scores Staff Responsible for Monitoring: SIOP Coach, APs Additional Targeted Support Strategy	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: All AP/Pre-AP teachers will be trained through Rice University's Advanced Placement Institute or NMSI every two years. Strategy's Expected Result/Impact: Walk-throughs, AP exams Staff Responsible for Monitoring: AP Coordinator	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: 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) Strategy's Expected Result/Impact: Proficient or above on Domain 3/4, Decrease Discipline, Improve Relationships Staff Responsible for Monitoring: Principals and Campus Leaders	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Utilize campus-developed interview questions for teaching positions and follow up with detailed reference checks. Strategy's Expected Result/Impact: Hire and retain qualified applicants Staff Responsible for Monitoring: Principal/Assistant Principals	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Develop a professional development plan, including onboarding, that provides differentiated levels of instruction and support for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Staff demonstrates proficiency in position-related skills Staff Responsible for Monitoring: Principals, Campus Leaders, Aides	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
Strategy 10: SRHS will utilize content specialists to facilitate staff development and coach instruction. Strategy's Expected Result/Impact: Walk-throughs, Observation Summaries, Performance Data Staff Responsible for Monitoring: Principals	Formative		
	Jan	Apr	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Teachers and classroom support staff will have the professional development needed to utilize classroom technology effectively in instruction. Strategy's Expected Result/Impact: Enhanced classroom instruction Staff Responsible for Monitoring: Technology Team	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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		
Strategy 1: 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. Strategy's Expected Result/Impact: Improved survey and discipline report data, improved campus climate and culture Staff Responsible for Monitoring: All Stakeholders	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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, Attendance and Safe and Civil Schools, Principals Student Advisory Committee, and other committees established as necessary. Strategy's Expected Result/Impact: Increased scores and success of students, students who are college, career, and military ready Staff Responsible for Monitoring: 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		
Strategy 1: 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. Strategy's Expected Result/Impact: Increased attendance at events and informational meetings Staff Responsible for Monitoring: Administrative Staff and Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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). Strategy's Expected Result/Impact: Increased Parental Involvement Staff Responsible for Monitoring: Principal, SRHS Administration, and staff	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increased accessibility of information for parents Staff Responsible for Monitoring: SRHS Administration	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Increase communication to enable parents to be more informed of student progress/status Staff Responsible for Monitoring: SRHS Administration and Teachers	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide parents opportunity to receive campus assistance setting up Skyward Family Access. Strategy's Expected Result/Impact: Increase parent ability to monitor student progress and intervene as needed Staff Responsible for Monitoring: Campus Administration	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Faculty and staff will provide evening informational workshops on topics related to academic, college and career readiness and other relevant topics. Strategy's Expected Result/Impact: Increase parent knowledge of aspects within academic readiness Staff Responsible for Monitoring: 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		
Strategy 1: Create and plan outreach such as; toy drives, food drives, and volunteerism. Connect with community organizations whose purpose aligns with campus efforts. Strategy's Expected Result/Impact: Rise in community projects Staff Responsible for Monitoring: Student Organizations Sponsors & SRHS Administration	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Faculty will organize and provide opportunities for working professionals in varying fields to meet and have discussions with our students. Strategy's Expected Result/Impact: Increase in attendance of events. Staff Responsible for Monitoring: SRHS Administration	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: School partnership will be established with Community in Schools to address student needs. Strategy's Expected Result/Impact: Increase availability of outside resources Staff Responsible for Monitoring: SRHS Administration	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Community resource program will be established to support student needs through partnership with: Food Banks, CIS, Salvation Army, and other available community resources. Strategy's Expected Result/Impact: Increase partnerships with campus-based organizations and businesses Staff Responsible for Monitoring: 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		
Strategy 1: The safe and civil committee will meet monthly to evaluate data. Additionally, leadership team will meet monthly to evaluate data and complete behavior pathways. Strategy's Expected Result/Impact: Decrease discipline referrals to increase seat time Staff Responsible for Monitoring: Safe and Civil Committee	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Use PBIS data to make informed decisions for future staff development Strategy's Expected Result/Impact: Quality professional development that aligns with campus needs Staff Responsible for Monitoring: Safe and Civil Committee, Principal, Advisory council	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Offer various student incentives to improve attendance, discipline, and academic performance. Strategy's Expected Result/Impact: Improved attendance, discipline, and academic performance. Staff Responsible for Monitoring: SRHS Administration Funding Sources: Incentives - State Compensatory Funds	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		
Strategy 1: Establish PRIDE values that students and staff will be held to. Strategy's Expected Result/Impact: Higher attendance rate, lower discipline rate, more participation of students and staff Staff Responsible for Monitoring: SRHS Administration/Teachers	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teach character education lessons in homeroom developing pride values, and supporting social emotional learning. Strategy's Expected Result/Impact: Lower discipline rate, improvement in mental well-being Staff Responsible for Monitoring: SRHS Administration and Teachers	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: SRHS Administration, Teachers, Staff	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Promote teacher involvement through staff incentives such as jean days, and Texan shout-outs, Teachers in the Bleachers, Teacher of the Week, and popcorn Fridays. Strategy's Expected Result/Impact: Higher attendance rate, higher teacher retention rate Staff Responsible for Monitoring: SRHS Administration	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Staff members will integrate opportunities for students to demonstrate responsible use of technology including social media, digital textbooks, and online resources. Strategy's Expected Result/Impact: Increased effective use of appropriate technology Staff Responsible for Monitoring: Principals, Technology Team, Teachers	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 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		
Strategy 1: 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. Strategy's Expected Result/Impact: Successful administration and 100% participation Staff Responsible for Monitoring: SRHS Administration, Non- PE Staff	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be given the opportunity to participate in all district Wellness challenges such as the Stress Less or Move More challenges. Strategy's Expected Result/Impact: Increased participation in wellness challenges Staff Responsible for Monitoring: SRHS Administration	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers and students will be encouraged to participate in at least one organized fitness activity per semester. Strategy's Expected Result/Impact: Increased participation Staff Responsible for Monitoring: SRHS Administration Funding Sources: Fitness Supplies - State Compensatory Funds	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		
Strategy 1: Deliver regularly scheduled guidance lessons during homeroom time. Strategy's Expected Result/Impact: Improved school climate, reduce discipline incidents Staff Responsible for Monitoring: Counseling Team, Advisory Council Funding Sources: Homeroom Lesson Supplies - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide targeted small group counseling during Texan Time. Strategy's Expected Result/Impact: Individual student data Staff Responsible for Monitoring: Counseling Team	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Review the counseling program goals and objectives to meet the needs of our campus through the advisory committee. Strategy's Expected Result/Impact: Monitoring and continuous improvement Staff Responsible for Monitoring: Advisory Committee, SEL Counselor	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct weekly CTM meetings to evaluate counseling program goals and objectives. Strategy's Expected Result/Impact: Monitoring and movement toward goal mastery Staff Responsible for Monitoring: Counseling Team and Principal	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide community resources and referrals through the Mental Health Festival. Strategy's Expected Result/Impact: Community awareness and access to mental health resources Staff Responsible for Monitoring: Counseling Team, CIS, Fall Festival Planning Committee	Formative		
	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Collaborate with Communities in Schools to provide student responsive services. Strategy's Expected Result/Impact: Increase in student CIS participation Staff Responsible for Monitoring: CIS, Counseling Team	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide professional counseling services through Communities in school and TCHAT. Strategy's Expected Result/Impact: Students meeting the goals of the treatment plan Staff Responsible for Monitoring: Counseling Team, District Counselor Specialist, CIS Crisis Counselor	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Staff training and professional development on social emotional learning. Strategy's Expected Result/Impact: Teachers make appropriate student referrals to the counselors Staff Responsible for Monitoring: Principal, Counseling team	Formative		
	Jan	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </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		
Strategy 1: Majority of Counselors and assistant principals will become Level 1 Trauma-Certified educators. Strategy's Expected Result/Impact: Administrators will utilize strategies to provide students with coping skills resulting in improved academics and behavior. Staff Responsible for Monitoring: Principal	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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, Limited English Proficient, Dyslexic, Special Education, Migrant, At-Risk, and all other special populations.
3	1	5	All core teachers with LEP 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: 49

Brief Description of SCE Services and/or Programs

--

Personnel for Rayburn High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abu-Nima, Motee Ahmad	HS Math Teacher	1
Abuzulof, Rana Elias	HS Math Teacher	1
Adkins, Leslie Bryan	HS English Teacher (Comp Ed)	1
Alanis, Elizabeth Santillan	HS SIOP English Teacher	1
Amezquita, Ana Meza	Lang Arts Comp Aide Sec	1
Armenta, Maria Luisa	HS English Teacher (HS Allot)	1
Baldwin, Allison E	Classroom Facilitator	1
Barnhart, Jennifer Lynn	HS English Teacher (Comp Ed)	1
Braun, Gerald Michael	HS Math Teacher(HS Allot)	1
Bremer, Betsy Jane	HS Biology Teacher	1
Bryson, Kevin Everette	HS History Teacher	1
Camacho, Talia Renee	HS Spanish Teacher	1
Cantu Rodriguez, Gerardo E	Classroom Facilitator	1
Cloninger, Jennifer Lynn	HS English Teacher	1
Cronk, Audra Simone	HS Biology Teacher	1
Curtis, Jessica Marie	HS History Teacher (HS Allot)	1
Curtis, Michelle Lee	HS SIOP Math Teacher	1
Diaz, Bertha Mabel	HS Biology Teacher	1
Edge, Elizabeth Erin	HS History Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Fung A Loi, Bianca S	HS Math Teacher	1
Grochett, Joseph Garrett	HS Geography Teacher (HS Allot)	1
Harris, Lance Jason	HS Geography Teacher	1
Henry, Matrice Wright	HS Intervention Teacher	1
Hernandez, Kristen Nicole	HS Biology Teacher	1
Imamura, Riku	HS Math Teacher	1
Jaime, Josafat	HS Asst Dir Band	1
Jaime, Nathzely	HS English Teacher (HS Allot)	1
Jones, Savanna Skye	HS History Teacher	1
Luviano, Josue	HS English Teacher (Comp Ed)	1
Martinez, Melissa	HS ESL Teacher	1
Medel, Stephen Alejandro	HS Physics Teacher (Comp Ed)	1
Mejia, Jesus	HS SIOP Social Studies Teacher	1
Mitchell, Theodore James	HS Geography Teacher	1
Perez, Amy Catherine	HS English Teacher (Comp Ed)	1
Qarini, Ismael Bilal	HS Math Teacher (Comp Ed)	1
Sandoval, Yubicela	HS SIOP Math Teacher	1
Santos, Carlos A	HS History Teacher	1
Sarabia, Teresa Rose	HS AVID Teacher (Comp Ed)	1
Scott, Amanda Noele	HS English Teacher (HS Allot)	1
Stanford, Kenneth Micah	HS Government Teacher	1
Stashak, Alexandra Jo	HS AVID Teacher (Comp Ed)	1
Tancinco, Matthew M	HS Math Teacher (Comp Ed)	1
Torres, Maggie Rae	Classroom Facilitator	1
Trahan, Kiley Elizabeth	HS SIOP Science Teacher	1
Troutman, Thomas Leon	HS Math Teacher (Comp Ed)	1
Valverde, Marvin	HS SIOP Science Teacher	1
Varron, Angelique Mencia	HS Math Teacher	1
Welborn, Keri Moreland	HS English Teacher (HS Allot)	1
Wolfe, Diana Frances	HS English Teacher (Comp Ed)	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	General Supplies		\$431,200.00
1	4	7	General Supplies	23	\$6,448.00
1	5	1	Software	25	\$9,334.00
1	6	1	General Supplies	21	\$8,844.00
Sub-Total					\$455,826.00
Budgeted Fund Source Amount					\$455,826.00
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	General Supplies		\$10,605.53
3	1	1	SIOP Facilitator		\$83,526.85
3	1	1	SIOP Aides		\$79,564.45
3	1	1	Lucha Aide		\$28,819.39
Sub-Total					\$202,516.22
Budgeted Fund Source Amount					\$202,516.22
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Payroll		\$220,355.50
Sub-Total					\$220,355.50
Budgeted Fund Source Amount					\$220,355.50
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll		\$90,000.00
Sub-Total					\$90,000.00
Budgeted Fund Source Amount					\$90,000.00

282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$0.00
					Grand Total Budgeted
					\$968,697.72
					Grand Total Spent
					\$968,697.72
					+/- 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)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	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
2. Coordinated Health Program <ul style="list-style-type: none"> 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 Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting 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 	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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

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

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	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
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	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"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<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>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> 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"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<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"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<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>15. Technology Integration in Instructional and Administrative Programs</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>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<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

South Houston High School

2022-2023 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps



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 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

Special Population Statistics by Grade 2022-2023 - All Gra

All Grades, Include ADA 0? No, PEIMS Reportable Only? Yes, Connect Only? No, E

003 - SOUTH HOUSTON HIGH SCHOOL

Code	Grd	Ethnicity Code								Sex		Spe							
		A	B	H	I	P	T	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3
All Stdnts	09	3	84	586	1	0	6	9	0	381	308	22	90	258	1	1	37	8	2
	10	5	54	551	0	0	3	15	0	314	314	23	52	224	1	11	5	26	7
	11	3	53	412	0	0	0	5	0	255	218	13	51	125	0	1	1	4	2
	12	4	42	373	0	0	2	5	0	216	210	12	65	111	0	1	3	0	2
	Total	15	233	1922	1	0	11	34	0	1166	1050	70	258	718	2	14	46	38	13
	%	0.7%	10.5%	86.7%	0.0%	0.0%	0.5%	1.5%	0.0%	52.6%	47.4%	3.2%	11.6%	32.4%	0.1%	0.6%	2.1%	1.7%	0.6%

Student Counts as of 10/07/2022

Page 1 of 1

Student Achievement

Student Achievement Summary

Texas Education Agency
2022 Accountability Ratings Overall Summary
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		79	C
Student Achievement		75	C
STAAR Performance	43	72	
College, Career and Military Readiness	53	84	
Graduation Rate	90.6	65	
School Progress		81	B
Academic Growth	69	79	C
Relative Performance (Eco Dis: 79.4%)	48	81	B
Closing the Gaps	52	75	C

Texas Education Agency
2020-21 STAAR Performance
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADE

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 S

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian
STAAR Performance Rates by Tested Grade, Subject, and									
End of Course English I									
At Approaches Grade Level or Above	2021	67%	62%	52%	48%	53%	50%	*	*
	2019	68%	60%	52%	36%	54%	50%	*	60%
At Meets Grade Level or Above	2021	50%	43%	34%	26%	35%	33%	*	*
	2019	50%	42%	34%	21%	35%	33%	*	60%
At Masters Grade Level	2021	12%	8%	4%	0%	5%	0%	*	*
	2019	11%	6%	5%	3%	5%	6%	*	20%
End of Course English II									
At Approaches Grade Level or Above	2021	71%	69%	60%	55%	61%	*	-	*
	2019	68%	61%	52%	41%	52%	58%	*	80%
At Meets Grade Level or Above	2021	57%	53%	44%	31%	46%	*	-	*
	2019	49%	41%	32%	27%	32%	50%	*	80%
At Masters Grade Level	2021	11%	9%	6%	0%	7%	*	-	*
	2019	8%	5%	2%	1%	2%	0%	*	20%

End of Course Algebra I										
At Approaches Grade Level or Above	2021	73%	87%	83%	78%	83%	*	*	*	
	2019	85%	90%	80%	69%	82%	55%	*	*	
At Meets Grade Level or Above	2021	41%	57%	51%	45%	52%	*	*	*	
	2019	61%	73%	61%	58%	62%	36%	*	*	
At Masters Grade Level	2021	23%	29%	21%	9%	23%	*	*	*	
	2019	37%	46%	33%	29%	34%	18%	*	*	
End of Course Biology										
At Approaches Grade Level or Above	2021	82%	81%	81%	77%	82%	67%	*	*	
	2019	88%	87%	84%	84%	84%	83%	-	80%	
At Meets Grade Level or Above	2021	55%	54%	54%	38%	56%	67%	*	*	
	2019	62%	60%	59%	60%	59%	50%	-	60%	
At Masters Grade Level	2021	22%	20%	21%	8%	22%	33%	*	*	
	2019	25%	21%	21%	18%	21%	17%	-	60%	
End of Course U.S. History										
At Approaches Grade Level or Above	2021	88%	88%	84%	84%	85%	71%	-	*	
	2019	93%	92%	88%	88%	89%	70%	*	*	
At Meets Grade Level or Above	2021	69%	65%	58%	40%	60%	43%	-	*	
	2019	73%	73%	68%	72%	68%	60%	*	*	
At Masters Grade Level	2021	43%	35%	25%	20%	26%	14%	-	*	
	2019	45%	42%	33%	33%	33%	30%	*	*	
SAT/ACT All Subjects										
At Approaches Grade Level or Above	2021	95%	97%	95%	*	96%	*	-	*	

At Meets Grade Level or Above	2021	69%	67%	63%	*	63%	*	-	*
At Masters Grade Level	2021	14%	6%	1%	*	1%	*	-	*

All Grades All Subjects

At Approaches Grade Level or Above	2021	67%	61%	72%	67%	72%	61%	*	76%
	2019	78%	76%	68%	58%	69%	62%	*	77%
At Meets Grade Level or Above	2021	41%	33%	48%	35%	50%	46%	*	53%
	2019	50%	45%	48%	43%	48%	44%	*	68%
At Masters Grade Level	2021	18%	12%	14%	6%	15%	11%	*	24%
	2019	24%	18%	16%	14%	16%	13%	*	36%

All Grades ELA/Reading

At Approaches Grade Level or Above	2021	68%	61%	56%	51%	57%	40%	*	67%
	2019	75%	72%	52%	38%	53%	53%	*	70%
At Meets Grade Level or Above	2021	45%	35%	39%	28%	40%	30%	*	50%
	2019	48%	42%	33%	24%	34%	40%	*	70%
At Masters Grade Level	2021	18%	12%	5%	0%	6%	0%	*	0%
	2019	21%	15%	3%	2%	4%	3%	*	20%

All Grades Mathematics

At Approaches Grade Level or Above	2021	66%	61%	84%	77%	85%	80%	*	*
	2019	82%	82%	80%	69%	82%	55%	*	*
At Meets Grade Level or Above	2021	37%	30%	52%	43%	54%	60%	*	*
	2019	52%	47%	61%	58%	62%	36%	*	*
At Masters Grade Level	2021	18%	11%	18%	8%	20%	0%	*	*
	2019	26%	21%	22%	20%	24%	19%	*	*

	2019	20%	21%	33%	29%	34%	18%			
All Grades Science										
At Approaches Grade Level or Above	2021	71%	65%	81%	77%	82%	67%	*	*	
	2019	81%	80%	84%	84%	84%	83%	-	80%	
At Meets Grade Level or Above	2021	44%	35%	54%	38%	56%	67%	*	*	
	2019	54%	50%	59%	60%	59%	50%	-	60%	
At Masters Grade Level	2021	20%	12%	21%	8%	22%	33%	*	*	
	2019	25%	19%	21%	18%	21%	17%	-	60%	
All Grades Social Studies										
At Approaches Grade Level or Above	2021	73%	69%	84%	84%	85%	71%	-	*	
	2019	81%	80%	88%	88%	89%	70%	*	*	
At Meets Grade Level or Above	2021	49%	42%	58%	40%	60%	43%	-	*	
	2019	55%	54%	68%	72%	68%	60%	*	*	
At Masters Grade Level	2021	29%	21%	25%	20%	26%	14%	-	*	
	2019	33%	30%	33%	33%	33%	30%	*	*	

Texas Education Agency
2022 College, Career, and Military Readiness
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

Calculation Table

	Annual Graduates
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	Count Credit	Percentage
Total		
Total graduates	501	
Total credit for CCMR criteria	266	53%

Data Table

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	89	18%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	182	36%
Met TSI assessment criteria	113	23%
Met ACT criteria	0	0%
Met SAT criteria	136	27%
Earned credit for a college prep course	0	0%

TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	102	20%
Met TSI assessment criteria	55	11%
Met ACT criteria	0	0%

Met SAT criteria	72	14%
Earned credit for a college prep course	3	1%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	90	18%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	125	25%
Industry-Based Certifications		
Earned an industry-based certification from approved list	42	8%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	67	13%
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	29	6%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	18	4%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

Texas Education Agency
2022 Graduation Rate
SOUTH HOUSTON H S (101917003) - PASADENA ISD - HARRIS COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB
4-Year Graduation Rate (Gr 9-12): Class of 2021										
% Graduated	89.6%	77.4%	91.4%	71.4%	-	*	-	-	89.0%	88
# Graduated	501	48	445	**	-	*	-	-	390	
Total in Class	559	62	487	**	-	*	-	-	438	
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020										
% Graduated	90.2%	91.1%	90.2%	77.8%	*	*	-	-	89.3%	80
# Graduated	513	41	460	7	*	*	-	-	402	
Total in Class	569	45	510	9	*	*	-	-	450	
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019										
% Graduated	90.6%	88.2%	91.0%	83.3%	-	*	-	*	89.8%	86
# Graduated	539	60	466	10	-	*	-	*	416	
Total in Class	595	68	512	12	-	*	-	*	463	
Annual Dropout Rate (Gr 9-12): SY 2020-21										
% Dropped Out	3.8%	5.5%	3.6%	8.8%	*	0.0%	-	0.0%	3.7%	4
% Dropped Out - Conversion	62.0%									
# Dropped Out	91	15	73	3	*	0	-	**	72	
# of Students	2,378	274	2,043	34	*	14	-	**	1,929	

Student Achievement Strengths

Distinction Designations

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

School Culture and Climate

School Culture and Climate Summary

e are a comprehensive high school, which offers a plethora of opportunities for school and community involvement.

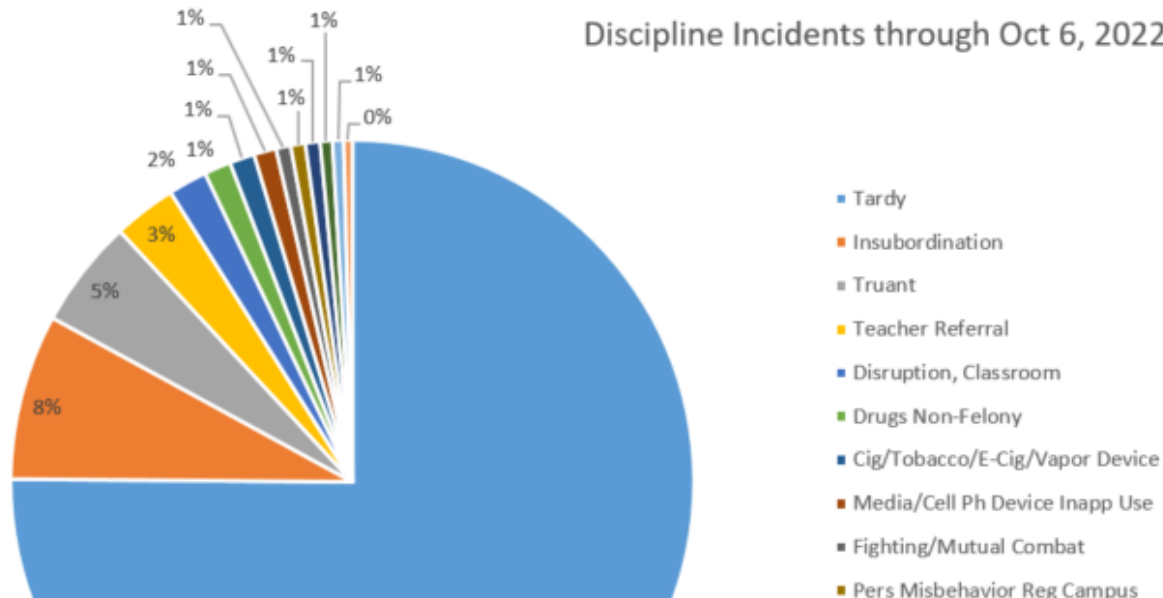
- **Spoting Events**
- **Homecoming Festivities**
- **Fine Arts Concerts and Events**
- **Parent/Teacher/College Nights**
- **Food Truck Fridays**
- **Texas Invitational Basketball Tournament**
- **Trunk or Treat**
- **Other Community Events**

Discipline:

Offense Description	Frequency
Alcohol Non-Felony	1
Aslt Non-Emp/Volunteer	5
Bullying	1
Bullying Basis of Disability	1
Child Restraint Reg Ed	2
Cig/Tobacco/E-Cig/Vapor Device	29
Conduct Punishable as Felony	2
Disruption Bus	2
Disruption, Classroom	45
Disruption, Hallway	14
Disruptive/Aggressive	13
Dress Code Violation	8
Drugs Non-Felony	31
Fighting/Mutual Combat	17
Gum/Candy	1

Offense Description	Frequency
ID Violation	1
Inappropriate Conduct/Verbal	10
Insubordination	192
Lighter	2
Media/Cell Ph Device Inapp Use	26
Off Campus Felony Title 5	2
Pers Misbehavior Reg Campus	17
Profanity/Obscenities	17
Pub Lewd/Indecent Exposure	1
Robbery/Theft	3
Student Code of Conduct	7
Tardy	1843
Teacher Referral	73
Threat Employee	2
Threat Non-Employee	1
Trespassing	1
Truant	126
Vandalism Damage <= \$1500.00	1
Vaping	4
TOTAL OFFENSES	2501

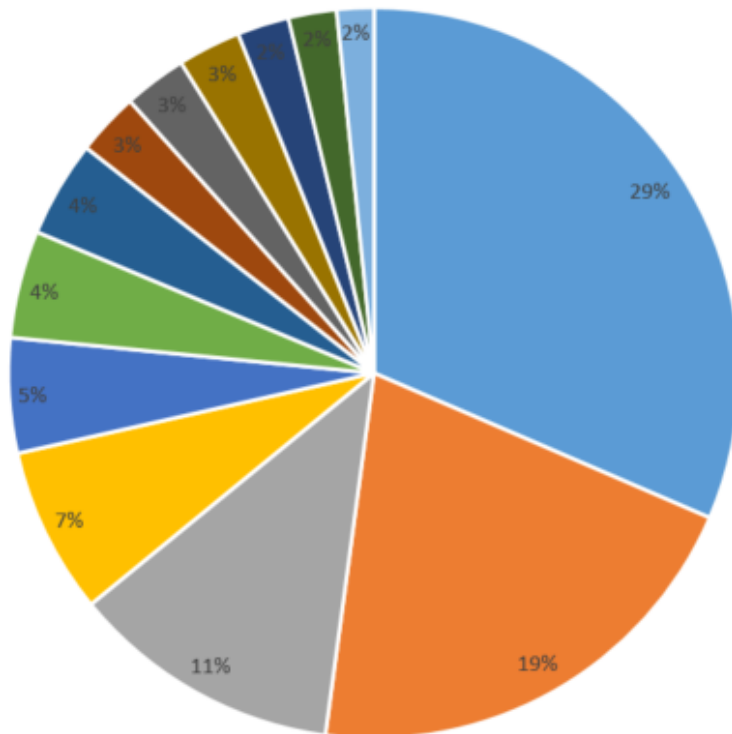
Discipline Incidents through Oct 6, 2022





- Profanity/Obscenities
- Disruption, Hallway
- Disruptive/Aggressive
- Inappropriate Conduct/Verbal

Discipline Data through Oct 6, 2022 without Tardy Incidents



- Insubordination
- Truant
- Teacher Referral
- Disruption, Classroom
- Drugs Non-Felony
- Cig/Tobacco/E-Cig/Vapor Device
- Media/Cell Ph Device Inapp Use
- Fighting/Mutual Combat
- Pers Misbehavior Reg Campus
- Profanity/Obscenities
- Disruption, Hallway
- Disruptive/Aggressive
- Inappropriate Conduct/Verbal

School Culture and Climate Strengths

- We have institute a program called Character Strong in our HR period which provides social and emotional learning for all students.
- We have an incentive program for grades, attendance and discipline which awards students who do the right thing with tickets towards drawings for prizes, such as game tickets, slushes, food truck bucks, etc. These drawings occur at the end of each six weeks grading period.
- - Parent Meet the Teacher Night
 - Sporting Events
 - Fine Arts Events
 - College Nights
 - Community Events

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We currently have four positions filled by substitutes: 2 in ELA, 1 Social Studies and 1 in science. We have 18 teachers who are coded as CF (classroom facilitators) which means they are not considered highly qualified. Finding viable candidates for open positions remains difficult.

Technology

Technology Summary

We are a 1:1 campus

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 and close the achievement gap of diverse student groups and individuals 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of Tier 3 intervention courses and tutorials to meet the requirements of HB4545 in ELAR, math, science and social studies. Strategy's Expected Result/Impact: The purpose of this strategy is to fill in the gaps in learning for students who lost academic progress during the pandemic which will result in a greater percentage of students being successful in core courses and on state assessments. Staff Responsible for Monitoring: Campus administrators, campus content specialists, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Payroll - 282 - ESSER III - \$79,500, student transportation - Extended Day/Tutorial - \$3,900, - 199 - General Fund - \$4,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: IAT process for identified students to develop appropriate accommodations within the RTI framework so that students can access the curriculum and be successful both in class and on assessments. Strategy's Expected Result/Impact: Students will be able to access the curriculum and grades and scores will improve. Staff Responsible for Monitoring: Campus Content Specialist, teachers, RTI administrator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: training, resources - 199 - General Fund - \$11,000	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide interventions for students with excessive absences from school: Attendance Contract, Home Visits, BRT. Strategy's Expected Result/Impact: Increase student attendance to increase student performance. Staff Responsible for Monitoring: Attendance Intervention Teachers, Attendance Clerks, Teachers, Administrators ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: supplies - 199 - General Fund - \$1,065	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Incentive program to reward students for attending school, passing classes, and behaving appropriately. Strategy's Expected Result/Impact: Increase in grades and student attendance, decrease in discipline referrals and off campus placements. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: materials and supplies - 199 - General Fund - \$20,000	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Core area teacher groups will work in PLC to develop rigorous and appropriate curriculum and intervention for students. Strategy's Expected Result/Impact: increase of quality instruction and timely intervention Staff Responsible for Monitoring: CCS, teachers, administrator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: training, supplies, resources - 199 - General Fund - \$20,505, CCS Salaries - 255 - Title II A - Improving Teacher & Principal Q - \$221,238.29	Formative		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% 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: During the 2022-2023 academic year we will increase student participation in CTE, athletic and fine arts electives by offering competitive programs and enriching experiences.

Strategy 1 Details	Formative Reviews		
Strategy 1: Use social media marketing and Trojan TV to showcase the various programs and activities happening at SHHS. Strategy's Expected Result/Impact: Increase student participation in programs and activities. Staff Responsible for Monitoring: Campus Administration and program teachers/directors/coaches TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: materials and supplies - 199 - General Fund - \$5,202	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Elective fairs, feeder school visits, and community programs to showcase programs and recruit students into CTE electives. Strategy's Expected Result/Impact: Increase student participation in elective course. Staff Responsible for Monitoring: Counselors, Teachers, Content Administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: transportation, resources, materials - 199 - General Fund - \$5,175	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase participation in athletics and fine arts by providing a competitive and relevant program. Strategy's Expected Result/Impact: Increase student participation in athletics and fine arts programs Staff Responsible for Monitoring: Coaches, directors, counselors, and administrators ESF Levers: Lever 3: Positive School Culture Funding Sources: materials, supplies, fees - 199 - General Fund - \$143,676	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 3: During the 2022-2023 academic year we will create a committee to research and develop a plan for implementation of research based grading policies and procedures which link student grades to mastery of student expectations (TEKS).

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Creation of a committee to develop a campus grading policy which is linked to student mastery on standards. Strategy's Expected Result/Impact: student grades will reflect a student's mastery of standards Staff Responsible for Monitoring: administrators, CCS, teacher Funding Sources: training and supplies - 199 - General Fund - \$2,000	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 4: To collaboratively work with the District Special Programs Office to ensure 100% compliance with all federal and state requirements.





Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor the number of students with disabilities being removed to ISS, OSS or DAEP and develop strategies for alternative methods of addressing student behavior. Strategy's Expected Result/Impact: Decrease the number of removal days for students with disabilities Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide support and training for teachers who work with EB and Special Education students. Strategy's Expected Result/Impact: increase in grades, assessment scores, and graduation rates for EB and Special Education students Staff Responsible for Monitoring: administrators, PFs, teachers ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: salaries and supplies - 263 - Title III A - Bilingual Education, Language - \$124,607.99, 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		
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: we will be in compliance with TBSI requirements Staff Responsible for Monitoring: Administrators, teachers	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: During the 2022-2023 academic year we will provide opportunities for extension and enrichment of the curriculum.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase Dual Credit and AP enrollment: recruitment, ECHS, PL, feeder school visits, teacher recommendation. Strategy's Expected Result/Impact: increase in enrollment for DC and AP courses and provide support for students enrolled in DC and AP courses. Staff Responsible for Monitoring: counselors and administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: transportation, supplies, resources - 199 - General Fund - \$31,960	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide extended day for AP students to prepare for their AP exams. Strategy's Expected Result/Impact: increase in AP scores Staff Responsible for Monitoring: teachers, administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: 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: 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		
Strategy 1: Provide informational meetings for parents and students: Parent Night, College Fairs Strategy's Expected Result/Impact: increase in post secondary enrollment Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college Funding Sources: resources and supplies - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Coordinate college Visits for students to learn requirements, campus life, etc. Strategy's Expected Result/Impact: increase in college enrollment Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college Funding Sources: 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: Provide students with information related to 21st century certification and career opportunities.

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		
Strategy 1: Hold Elective Fairs Strategy's Expected Result/Impact: increase student enrollment in CTE courses Staff Responsible for Monitoring: counselors, teachers TEA Priorities: Connect high school to career and college Funding Sources: resources, supplies, materials, transportation - 199 - General Fund - \$4,800	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Host Career Day Strategy's Expected Result/Impact: Increase student awareness of post secondary career opportunities Staff Responsible for Monitoring: Administrators, teachers, counselors TEA Priorities: Connect high school to career and college Funding Sources: 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		
Strategy 1: Attend job fairs, set up interviews and follow up with reference checks. Strategy's Expected Result/Impact: campus will be fully staffed with highly qualified teachers Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: all teachers serving ells will be certified Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Teacher Salaries - State Compensatory Funds - \$1,649,736	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 2: Teacher appreciation activities

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		
Strategy 1: Plan and host faculty celebrations and awards. Strategy's Expected Result/Impact: improve teacher retention and morale Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: supplies - 199 - General Fund - \$20,000	Formative		
	Jan	Apr	June
<div><div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</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: 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		
Strategy 1: 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. Strategy's Expected Result/Impact: increased levels of parent participation and community involvement Staff Responsible for Monitoring: Administrators, teacher leaders ESF Levers: Lever 3: Positive School Culture Funding Sources: supplies - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Plan and host community events, such as trunk or treat, to increase family and community involvement. Staff Responsible for Monitoring: selected teachers and admin Funding Sources: - 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 prevent, 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		
Strategy 1: Safety plans developed with the assistance of the district BRT for identified students. Strategy's Expected Result/Impact: improved behavior of targeted students and decrease in serious incidents Staff Responsible for Monitoring: Counselors, Administrators, teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Use of mediation techniques and restorative practices to defuse situations and help students develop appropriate strategies for dealing with conflict. Strategy's Expected Result/Impact: decrease in student conflicts Staff Responsible for Monitoring: Counselors, Administrators ESF Levers: Lever 3: Positive School Culture Funding Sources: training and materials - 199 - General Fund - \$2,000	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will provide training and implementation of campus MERT team. Strategy's Expected Result/Impact: prepared and able to react to emergency situations Staff Responsible for Monitoring: administrators, nurse Funding Sources: training, supplies - 199 - General Fund - \$4,720	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Implementation of Character Strong curriculum in Homeroom for social and emotion health of students. Strategy's Expected Result/Impact: That students will do the right thing when no one is looking, increase emotional support for students, and give students strategies for coping with life events. Staff Responsible for Monitoring: counselors Funding Sources: - 199 - General Fund - \$8,000	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: To create a safe educational environment for all stake holders Staff Responsible for Monitoring: Campus Principal and school administration	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: Safe and Drug Free Schools Initiative

District Objective:

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

Evaluation Data Sources: incident reports

Strategy 1 Details	Formative Reviews		
Strategy 1: To provide programs to students to reduce instances of drug use and conflict: Guest Speakers, Red Ribbon Week, Safe School Student Ambassadors, No Place for Hate, Alice, and See Something Say Something Strategy's Expected Result/Impact: reduction in serious drug and instances of violence on campus Staff Responsible for Monitoring: Administrators, Counselors, teacher leaders ESF Levers: Lever 3: Positive School Culture Funding Sources: training, supplies, resources, transportation - 199 - General Fund - \$10,213	Formative		
	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





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		
Strategy 1: Maintain a safe, organized, and welcoming school environment. Strategy's Expected Result/Impact: Administrators, clerical, custodial and maintenance staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: supplies, resources - 199 - General Fund - \$57,633	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to improve technology. Strategy's Expected Result/Impact: campus technology and technology infrastructure will be adequate to student and staff needs Staff Responsible for Monitoring: administrators, technology PF and tech Funding Sources: resources and supplies - 199 - General Fund - \$14,500	Formative		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

State Compensatory

Budget for South Houston High School

Total SCE Funds: \$1,962,457.00

Total FTEs Funded by SCE: 48

Brief Description of SCE Services and/or Programs

--

Personnel for South Houston High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Banda, Vanessa	HS Math Teacher (Comp Ed)	1
Boening, Juanita Alicia	HS Spanish Teacher	1
Brady, Todd Daniel	HS Math Teacher (Comp Ed)	1
Bransom, Mary Elizabeth	HS English Teacher (Comp Ed)	1
Brown, Marques Deangelo	Classroom Facilitator	1
Buenavista, Jesenia	HS Math Teacher	1
Chatterton, Steven Michael	HS Geography Teacher (Comp Ed)	1
Clifford, Mary Elizabeth	HS English Teacher (Comp Ed)	1
Contreras, Yahshalowm Jeannette	HS Math Teacher	1
Coslor, Brandon J	HS Tech Facilitator (Comp Ed)	1
Cruz, Alondra Daniella	Classroom Facilitator	1
Garcia, Humberto	HS Geography Teacher	1
Garcia, Raymond	HS SIOP Social Studies Teacher	1
Guevara, Ana Lilian	HS Chemistry Teacher	1
Halvorsen, Mark Webster	HS English Teacher (Comp Ed)	1
Hansen, John Eric	HS Math Teacher(HS Allot)	1
Hardin, Patricia Jean	HS History Teacher (Comp Ed)	1
He, Zihong	Residency Student Teacher	1
Hinojosa, Nallely Esmeralda	Classroom Facilitator	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ibarra, Arianna Patricia	HS Biology Teacher	1
Iguess, Tyler Corbin	HS SIOP Math Teacher	1
Kirschner, Brittany Anne Nicole	Residency Student Teacher	1
Lacamu, Alexander James	HS English Teacher (HS Allot)	1
Lay, Susan Lucile	HS Biology Teacher	1
Lopez, Norma	HS Math Teacher(HS Allot)	1
Loredo, Agustin	HS Spanish Teacher	1
Macias, Ivan Rene	HS Math Teacher (Comp Ed)	1
Maden, Pauline Marie	Lang Arts Comp Aide Sec	1
Martinez, Annette Teresa	HS English Teacher (Comp Ed)	1
Meyer, Gerald	HS Government Teacher	1
Mitchell, Calvin Gean	Classroom Facilitator	1
Moody, Jonathan C	HS SIOP English Teacher	1
Moore, Amber Leigh	HS Economics Teacher	1
Nazemi, Fariba F	HS Math Teacher	1
Oseguera, Michael Leonel	HS Math Teacher (Comp Ed)	1
Ramirez, Sevestino Isaiah	HS AVID Teacher	1
Razzaq, Sajjad	Residency Student Teacher	1
Smith, Jacquelyn Marie	HS Geography Teacher	1
Sonntag, Michael Dakota	HS Biology Teacher	1
Stott, Charles Leland	HS Asst Dir Band	1
Stott, Charles Leland	Extra Days 15	1
Syzdek, Sarah Marie	Residency Student Teacher	1
Taylor, Michael E	Credit Recovery Teacher	1
Uribe, Anna M	Residency Student Teacher	1
Vasquez, Miguel A	HS Math Teacher (Comp Ed)	1
Ware, Brandon L	Credit Recovery Teacher	1
Warner, Jeremy Michael	Classroom Facilitator	1
Zamarripa, Omar	HS Biology Teacher	1

2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Larri Hicks	Assistant Principal
Administrator	Andrea Wenke	Campus Principal
Classroom Teacher	Miranda Sifuentes	Classroom Teacher - CTE
Classroom Teacher	Shannon DeLeon	Classroom Teacher - Fine Arts
Classroom Teacher	Kristen Eberhardt	Classroom Teacher - Science
Classroom Teacher	Curtis Crunk	Classroom Teacher - ELAR
Classroom Teacher	Juanita Boening	Classroom Teacher - LOTE
Classroom Teacher	Jesenia Buenavista	Classroom Teacher - Mathematics
Classroom Teacher	Thristle Gibson	Classroom Teacher - SPED
Classroom Teacher	Patricia Hardin	Classroom Teacher - Social Studies
Paraprofessional	Aurora Jiminez	Paraprofessional
Administrator	Victoria Cano	Counselor
Administrator	Rhonda Bell	Dean ECHS
Parent	Belinda Calvillo	Parent
Community Representative	Belinda Vasquez	CIS
Administrator	Patrick Longstreet	Athletics
Classroom Teacher	Fatima Castellon	Classroom Teacher - ESL

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$4,000.00
1	1	2	training, resources		\$11,000.00
1	1	3	supplies		\$1,065.00
1	1	4	materials and supplies		\$20,000.00
1	1	5	training, supplies, resources		\$20,505.00
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	1	training and supplies		\$2,000.00
1	4	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		\$1,000.00
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	2	1	supplies		\$20,000.00
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	4			\$8,000.00
5	2	1	training, supplies, resources, transportation		\$10,213.00
6	1	1	supplies, resources		\$57,633.00
6	1	2	resources and supplies		\$14,500.00
Sub-Total					\$404,585.00
Budgeted Fund Source Amount					\$404,585.00

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	salaries and supplies		\$124,607.99
Sub-Total					\$124,607.99
Budgeted Fund Source Amount					\$124,607.99
+/- Difference					\$0.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	CCS Salaries		\$221,238.29
Sub-Total					\$221,238.29
Budgeted Fund Source Amount					\$221,238.29
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Payroll		\$79,500.00
Sub-Total					\$79,500.00
Budgeted Fund Source Amount					\$79,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$829,931.28
Grand Total Spent					\$829,931.28
+/- 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)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	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
2. Coordinated Health Program <ul style="list-style-type: none"> 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 Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting 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 	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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

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

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	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
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	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"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<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>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> 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"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<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"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<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>15. Technology Integration in Instructional and Administrative Programs</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>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<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 Summit

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



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

Revised/Approved: October 18, 2022

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: Guidance Center teachers will increase their awareness of student performance.

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: Staff will evaluate student progress in weekly meetings using the quality and amount of work attempted by each student.

Strategy 1 Details	Formative Reviews		
Strategy 1: Guidance Center teachers will meet weekly to discuss individual student performance in PLC meetings. Strategy's Expected Result/Impact: These meets will increase teachers' knowledge about the over all performance of students at the Guidance Center. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: teacher salaries - 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 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 school year, 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: Certification rates and Internships

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will invite community partners to speak to students on a regular basis. Strategy's Expected Result/Impact: Students will gain an realistic expectation for post graduation education and careers. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college Funding Sources: Salaries - 199 - General Fund	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 that meet the needs of each student.

Performance Objective 2: Students will have a insight into post secondary education opportunities.

Evaluation Data Sources: Graduation rates for students who have been serviced by the Summit and Guidance Center.





Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will review graduation plans with all junior and seniors. Strategy's Expected Result/Impact: Students will know what it will take for them to achieve graduation. Staff Responsible for Monitoring: School Counselors TEA Priorities: Connect high school to career and college Funding Sources: Counselor salaries - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All students will take Interest inventories. Strategy's Expected Result/Impact: Students will have a better understanding of how their interests can translate into career options. Staff Responsible for Monitoring: School counselors Funding Sources: Counselor salaries - 282 - ESSER III	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Meet individually with students to discuss graduation requirements, set productive work habits and plan goals for the future. Strategy's Expected Result/Impact: Students will have greater insight into their career goals and how to achieve them. TEA Priorities: Connect high school to career and college Funding Sources: 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 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 2023, 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: Staffing reports, training reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be given leave to pursue certification in ESL during the school day. Strategy's Expected Result/Impact: Larger percentage of the staff will have ESL certification Staff Responsible for Monitoring: Campus admin TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: Salaries - 199 - General Fund	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 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Training reports





Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff with professional development on mental health and substance abuse issues. Strategy's Expected Result/Impact: An increase in the ability of staff to work with students who are dealing with mental health and substance abuse issues. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: salaries for staff - 199 - General Fund	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 2023, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Sign-in sheets, parent surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will increase both positive and informative phone calls to parents. Strategy's Expected Result/Impact: Teachers will maintain a log demonstrating an increase in communication between parents and teachers. Staff Responsible for Monitoring: Teachers and campus administrators TEA Priorities: Improve low-performing schools Funding Sources: salaries - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will increase the number of in-person parent meetings. Strategy's Expected Result/Impact: Increase the amount of parent involvement, through meeting with parents. Staff Responsible for Monitoring: Admin Funding Sources: Teacher salary - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Inviting parents to the campus to celebrate student success. Strategy's Expected Result/Impact: An increase in parent involvement. Staff Responsible for Monitoring: Admin Funding Sources: Counselor salaries. - 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: By June 2023, 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





Evaluation Data Sources: Drills, Simulations, Audits, Committee Meeting Agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a Safety team to promote safety strategies and maintain a high level of physical safety. Strategy's Expected Result/Impact: The campus will be better prepared to deal with crisis on campus. Staff Responsible for Monitoring: School administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: salaries - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Guidance Center will create protocols for student movement throughout the building. Strategy's Expected Result/Impact: Am increases in student transitions through out the day. Staff Responsible for Monitoring: Campus administration and Guidance Center staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: 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 22-23 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

Evaluation Data Sources: Sign-in sheets, discipline data, attendance

Strategy 1 Details	Formative Reviews		
Strategy 1: Educate staff in restorative practices. Strategy's Expected Result/Impact: An increase in positive student/teacher interactions. Staff Responsible for Monitoring: School administrators. Funding Sources: salaries - 282 - ESSER III	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: An increase in student wellbeing 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		
Strategy 1: Counselors will provide students with groups in interpersonal skills, conflict resolution and substance abuse. Strategy's Expected Result/Impact: An increase in student self-esteem and positive behavior. Staff Responsible for Monitoring: Teachers, Counselors and Administration Funding Sources: salaries - 282 - ESSER III	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		
Strategy 1: Create a digital system of sending and receiving school work from home campuses for the Guidance Center. Strategy's Expected Result/Impact: An increase in the transfer of work between campuses insuring that students will receive work in a timely manner. It will also increase amount of work received by home campuses. Staff Responsible for Monitoring: School Admin TEA Priorities: Improve low-performing schools Funding Sources: salaries - 199 - General Fund	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: CIS case manager will refer student to home campus CIS programs. Strategy's Expected Result/Impact: An increase in positive transitions for student s to their home campuses. Staff Responsible for Monitoring: School Admin Funding Sources: CIS contract - 199 - General Fund	Formative		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Summit

Total SCE Funds: \$2,794,231.00

Total FTEs Funded by SCE: 52.5

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
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
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
Garcia, Lorena	Counselor Summit Sch	1
Garcia, Luis E	Int Math Prep	1
Garza, Eugenio	Classroom Facilitator	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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
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)	0.5
Reyna, John Daniel	Classroom Facilitator	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
Taylor, Olyn Dewey	Int Math Teacher 7-8	1
Torres, Daira Liliana	Clerical Aide Alternative	1
Trawick, Mary Kathryn Brown	HS Biology Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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	teacher salaries		\$0.00
2	1	1	Salaries		\$0.00
2	2	1	Counselor salaries		\$0.00
2	2	3	Salaries		\$0.00
3	1	1	Salaries		\$0.00
3	2	1	salaries for staff		\$0.00
4	1	1	salaries		\$0.00
4	1	2	Teacher salary		\$0.00
4	1	3	Counselor salaries.		\$0.00
5	1	1	salaries		\$0.00
5	1	2	salaries		\$0.00
6	1	1	salaries		\$0.00
6	1	2	CIS contract		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$191,805.00
+/- Difference					\$191,805.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Counselor salaries		\$0.00
5	2	1	salaries		\$0.00
5	3	1	salaries		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$4,000.00
Grand Total Budgeted					\$195,805.00
Grand Total Spent					\$0.00
+/- Difference					\$195,805.00

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)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	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
2. Coordinated Health Program <ul style="list-style-type: none"> 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 Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting 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 	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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

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

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	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
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	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"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<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>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> 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"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<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"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<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>15. Technology Integration in Instructional and Administrative Programs</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>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<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

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

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Pasadena Independent School District
Tegeler Career Center
2022-2023 Campus Improvement Plan

Accountability Rating: A



Mission Statement

At Tegeler Career Center, we are a team of educators dedicated to teaching and supporting a unique student body by helping each student earn a high school diploma and become a responsible member of society.

Every Student! Every Classroom! Every Day!

Vision

ROOT for Each Other as We GROW!

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: September 9, 2022

Demographics

Demographics Summary

	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
7 th	49	45	33	50	41	39
8 th	65	47	72	75	71	51
9 th	45	69	59	72	62	43
10 th	65	54	70	49	44	71
11 th	47	64	43	37	59	62
12 th	69	47	45	66	70	61
TOTAL	340	326	322	349	347	327

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 ESL population. Additionally, we are strengthening our RTI efforts to support students with needs whether academic, will or behavioral.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Looking at enrollment data, our numbers have been within a close range but we are not reaching our enrollment maximum of 400. **Root Cause:** Recruitment needs to start earlier in the year. Name is deceiving when listed as a career center. Lack of understanding from schools and community on who Tegeler serves.

Student Achievement

Student Achievement Summary

Tegeler by design has recruited students who are struggling academically at their home campuses. State assessment results show that while our students continue to struggle in some areas, they are quite capable of achieving success at high levels. The Tegeler team must continue to provide the most effective instruction possible utilizing research-based strategies specifically for at-risk and EL students as well as more individualized / small group intervention in order for our students to experience academic success. The effective instruction must be provided everyday in every classroom.

Student Achievement Strengths

We received a 100 rating from the TEA accountability system this year.

7th grade math and Algebra ranked #1 in the district and above state averages in approaches, meets, and masters.

7th and 8th grade reading STAAR growth progress measure was above the state and district averages.

The majority of 7th and 8th grade readers had advanced on TELPAS.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Algebra I will maintain at least 85% at meets level on STAAR with next generation questions. ELA needs to increase inferencing skills for 60% success tied to that objective. **Root Cause:** Math- SEL attributes to lack of focus, proper use and knowledge of supplemental tools, providing proper scaffolding. ELA- Lack of background and current events, lack of reliable resources.

School Culture and Climate

School Culture and Climate Summary

Tegeler continues to be a physically and emotionally safe place to do school. However, our Safe and Civil Committee's student survey reflected a larger number of students concerned with safety than in years past. We are wondering if it was part of the COVID effect with so much emphasis put on protocols and reporting of numbers.

Overall discipline is good for the campus. A deeper dig into discipline and positive HERO data is needed to have some improvement in behavior.

School Culture and Climate Strengths

As noted in the Safe and Civil Committee's student and staff surveys, students and staff communicate well and treat one another and their peers with respect.

Campus referrals by ethnicity are not disproportional to the campus demographics.

The campus has good adult presence in the hallways during passing periods and outside duties during lunch.

Teachers utilize the HERO system to recognize positive behavior.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Male students are twice as likely to receive a referral as female students. Percent of referrals are generated to lack of mutual understanding between the teacher and student. **Root Cause:** Male behavior is more overt as to female being more covert and kept out of the classroom. Generational and culture gaps lead to a lack of shared expectations for behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Tegeler has an overall good teacher retention rate. Teachers are generally happy coming to work and identify with the mission of the campus.

Staff Quality, Recruitment, and Retention Strengths

Solid teacher retention outside of COVID.

Student discipline is fair.

Student welfare is a priority.

Tegeler has experienced teachers with a high average year of service.

8.9 student to teacher ratio.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 27% of staff feel that clear and open communication throughout the school is a problem or needs improvement. **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 considers itself the RTI school of the district. We pride ourselves on a strong MTSS system which produces results in state accountability.

Curriculum, Instruction, and Assessment Strengths

Testing data supports and is aligned with TEKS.

Solid vertical and cross curricular alignment.

Excellent summer school attendance.

Effective academic interventions in place.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is limited data and low attendance during lunch tutorials. **Root Cause:** Positive reinforcement, negative reinforcement, student attendance, competing fun activities.

Parent and Community Engagement

Parent and Community Engagement Summary

As a school of choice, each parent has to interview with their student to be accepted. There is a strong initial commitment with each parent. Tegeler represents the whole district in terms who we serve. We are not a neighborhood school.

Parent and Community Engagement Strengths

Values families and partners.

Positive stakeholder experiences.

Trailblazer Express is student and learning focused.

Many teacher led initiatives engage students and families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Not enough data exists to effectively evaluate parent/community engagement. **Root Cause:** Demographics of students and staff has a large gap, not everyone on the staff speaks Spanish, need more bilingual resources and communication.

School Context and Organization

School Context and Organization Summary

The organization of the school the schedules, calendars, tutoring, support facilitation, and RTI is well thought out and executed. These items are revisited frequently to meet the current needs of the campus or generate a higher rate of efficiency.

School Context and Organization Strengths

Class sizes are small.

Every student is required instructional hours plus Blazertime and Megalunch tutorials.

Support facilitation teachers.

Megalunch dedicated day for tutorials.

Teacher visibility during Megalunch.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Data collection should be determined to show student participation in clubs, activities and tutorials during Megalunch. **Root Cause:** Student interests, student moods, weather constraints, teacher's Megalunch schedules, teacher's ability to create a club, budget.

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)
- 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
- RDA data
- Alternative Education Accountability (AEA) 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
- 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 Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources 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 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Hattie's "Influences on Student Achievement" to include high pay-off strategies. Strategy's Expected Result/Impact: Implementation of effective strategies in all classrooms on a regular basis Staff Responsible for Monitoring: Principal and AP ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate regular data reviews in Content and Grade Level meetings to identify problem essential standards and identify students in need of additional support. Strategy's Expected Result/Impact: Move to full PLC vs PLC Lite Emphasize essential standards Improved vertical and horizontal alignment between and across grade levels. Staff Responsible for Monitoring: Instructional Coaches (PF & TF) ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Maximize MTSS (RtI) efforts to ensure all students are reaching their fullest potential including those identified via HB4545. Strategy's Expected Result/Impact: 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. ESF Levers: Lever 5: Effective Instruction Funding Sources: - 282 - ESSER III - \$16,500, - 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Recruit and educate PISD students in need of Tegeler as an educational placement option. Strategy's Expected Result/Impact: Individual student success (promotion, HS credit attainment, graduation, etc.) Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$113,804	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 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional training for teachers on utilizing Enriching Students to draft and schedule students to tutoring and clubs during mega lunch. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Tech Liaison and Campus Leadership Team	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: 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Disciplinary removals in 2022 will decrease over the number of removals in the 2021 school year. Staff Responsible for Monitoring: Principal, Assistant Principals. Funding Sources: - 199 - General Fund - \$1,500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: All appropriate staff will receive CPI training. Staff Responsible for Monitoring: 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will follow district policy and work with district personnel to ensure all English teachers serving Emergent Bilingual students hold an ESL certification. Strategy's Expected Result/Impact: All ELAR teachers of record serving Emergent Bilingual students will hold an ESL certification. Staff Responsible for Monitoring: Assistant Principal Funding Sources: - 199 - General Fund - \$1,500	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: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement strategy to ensure all graduates complete their FAFSA or waiver Strategy's Expected Result/Impact: 100% FAFSA/TAFSA completion Increased student/parent awareness Staff Responsible for Monitoring: CCMR Counselor ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$3,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Promote Portrait of a Pasadena ISD Graduate attributes Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$5,000	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to grow College Bridge efforts in both CP English and Algebra 3 Strategy's Expected Result/Impact: 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 TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$3,000	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 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Hire and retain appropriately certified staff Strategy's Expected Result/Impact: High quality instruction and support. Attend and market at district job fairs. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Leadership team in Monday staffing will have a rolling agenda topic to ensure it is getting monitored. Funding Sources: - 199 - General Fund - \$3,000	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 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunities for parents to participate in activities such as Parent Night, fieldtrip chaperones, movie nights, and dances. Strategy's Expected Result/Impact: Increased parent participation as evidenced by sign-in sheets. Staff Responsible for Monitoring: Campus Leadership Team Funding Sources: - 199 - General Fund - \$3,000	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: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue Safe and Civil Committee efforts Strategy's Expected Result/Impact: Safe and orderly campus Responsive campus efforts Improved communication between students and staff Teaching positive character traits Staff Responsible for Monitoring: AP ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - 3500	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Safe School Ambassadors program Strategy's Expected Result/Impact: Increase student voice on campus Develop student leaders Increase safety (physical/social/emotional) on campus Staff Responsible for Monitoring: AP ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate weekly SEL lessons via Mentor Mondays Strategy's Expected Result/Impact: A more socially/emotionally safe campus Teaching students valuable life-long strategies Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Fair and equitable discipline assignments of SpED students Staff Responsible for Monitoring: AP and Special Pops Coord. ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: Compliance with restraint requirements Staff Responsible for Monitoring: Principal ESF Levers: 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: 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will include lessons on bullying, cyber-bullying and how to report bullying into Mentor Fridays. Strategy's Expected Result/Impact: Students will learn strategies to prevent and report bullying incidents. Staff Responsible for Monitoring: Counselors Funding Sources: - 199 - General Fund - \$1,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Tegeler faculty and staff will carry out a campaign that focuses on appropriate use of Anonymous Alerts Say Something. Strategy's Expected Result/Impact: Students will report accurate and timely information through the system. Staff Responsible for Monitoring: Principal and AP	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Safe School Ambassadors will be trained on specific techniques to disrupt observed bullying behavior and meet frequently with their team group for collaboration. Strategy's Expected Result/Impact: Survey data will show that Tegeler is a safe campus for students and adults. Staff Responsible for Monitoring: Safe School Ambassador Coordinator Funding Sources: - 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: 51

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>
Abel, Shannon Marie	Int Math Teacher 7-8	1
Alexander, Tanika Nuwa	Inst Comp Aide	1
Allen, Maggie Romaguera	Int Social Studies Teacher	1
Andrade, Maria Aura	Head Cust I (12m)	1
Archer, Brianna Rochelle	HS English Teacher	1
Basye, Laura Elyse	HS Remedial Teacher	1
Basye, Vicky Lynn	Campus Coach	1
Bell, Ashley Ann	HS Remedial Teacher	1
Clark, Jason Ryan	Asst Principal Tegeler	1
Clark, Sarah J	HS Math Teacher	1
Cortez, Gloria Abigail	Attendance Clerk Tegler	1
Davidson, Ronald Dean	HS Environ Science Teacher	1
Davila, Amanda Lynn	HS Biology Teacher	1
Davis, Jamie Lee	HS Technology Facilitator	1
Foxx, Wilbert Allen	HS Business Teacher	1
Garcia, Hilda	Office Clerk Tegeler	1
Garza, Alfonso	HS PE Teacher Boys	1
Garza, Kerri Sierra	SPED Gen Res/Support Fac	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gobea, Stephanie Michelle	HS Art Teacher	1
Haji, Nizar Ali	Int Math Teacher 7-8	1
Hobson, George Mark	Counselor Tegeler 230 Days	1
Janda, David Lee	HS Math Teacher	1
Jarvis, Sheila Nicole	Instructional Aide	1
Kliewer, Jessica	HS Art Teacher	1
Lewis, TrascHELL Suzette	HS English Teacher	1
Linton, Doris Lorraine	Nurse W/O PK	1
Lopez, Cristina	HS PE Teacher Girls	1
Martinez, Renee Justine	HS IPC Teacher	1
Martisek, David	HS Biology Teacher	1
Mitchell, Hajile Mukiala	HS Math Teacher	1
Moffett, Linda Sue	HS Math Teacher	1
Osborne, Virginia Verner	Learning Resource Specialist	1
Panetski, Sarah Marie	Int Reading Teacher	1
Pate, Jill Marie	HS Spanish Teacher	1
Pavey, Karla Garcia	Exec Secy High Sch	1
Peach, Sarah Elizabeth	HS Math Teacher	1
Priestley, Jessica	HS English Teacher	1
Quoyeser, Raymond H	HS Tech App Teacher	1
Resendez, Amelia	Custodian I (12m)	1
Rhoads, Sharon Elizabeth	HS English Teacher	1
Robinson, Rosa Olga	Asst Head Cust I (12m)	1
Romero, Sofia Stephanie	Office Clerk Tegeler	1
Sanchez, Olga Nieves	Counselor High Sch	1
Shaw, Jamilleah Breana	Int Earth Science Teacher 8th	1
Steinhoff, William Joseph	HS History Teacher	1
Stewart, Traci A	Int Exploring Careers Teacher	1
Stroud, Joey Lynn	Int Social Studies Teacher	1
Tabache, Kyli Archibald	HS English Teacher	1
Thompson, Elizabeth Christine Davis	Dyslexia Inter Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Tran, John Ngon	HS Economics Teacher	1
Wheeler, Benjamin	Int Social Studies Teacher	1

2022-2023 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
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$600.00
Sub-Total					\$600.00
Budgeted Fund Source Amount					\$600.00
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$16,500.00
Sub-Total					\$16,500.00
Budgeted Fund Source Amount					\$16,500.00

282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$0.00
					Grand Total Budgeted
					\$154,654.00
					Grand Total Spent
					\$154,654.00
					+/- 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)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	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
2. Coordinated Health Program <ul style="list-style-type: none"> 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 Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. Utilize student fitness assessment data for instructional planning and goal-setting 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 	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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023

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

<ul style="list-style-type: none"> • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	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
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress 	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"> Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 				
11. Sexual Abuse and Maltreatment of Children	<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>
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> 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"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	<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"> September 20, 2022 November 15, 2022 February 7, 2023 April 4, 2023 <p>Compliance Trainings completed within first six-weeks of school</p>
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	<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"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		Educator compliance training rosters in Eduphoria.	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<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>15. Technology Integration in Instructional and Administrative Programs</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>16. Dating Violence</p> <ul style="list-style-type: none"> ● Statement that dating violence will not be tolerated. ● Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Guidelines for students who are victims 	<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