

Arlington Independent School District

Lamar High School

2019-2020

Mission Statement

The mission of Lamar High School is to empower and engage all students to be contributing, responsible citizens reaching their maximum potential through relevant, innovative and rigorous learning experiences.

Vision

Our vision is to create a school where continuous improvement and respect for all are the standards.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

| | Campus Count | Campus Percent | AISD Count | AISD Percent | State Count | State Percent |
|---------------------------------|--------------|----------------|------------|--------------|-------------|---------------|
| African American | 976 | 34.4% | 15,206 | 24.90% | 679,472 | 12.60% |
| Hispanic | 1079 | 38% | 28,049 | 46.00% | 2,821,189 | 52.40% |
| White | 581 | 20.5% | 12,001 | 19.70% | 1,498,643 | 27.80% |
| American Indian | 14 | .5% | 245 | 0.40% | 20,521 | 0.40% |
| Asian | 104 | 3.7% | 3,773 | 6.20% | 235,095 | 4.40% |
| Pacific Islander | 7 | .2% | 115 | 0.20% | 8,008 | 0.10% |
| Two or More Races | 77 | 2.7% | 1,631 | 2.70% | 122,084 | 2.30% |
| Economically Disadvantaged | 1558 | 54.9% | 39,897 | 65.40% | 3,164,349 | 58.80% |
| English Language Learners (ELL) | 389 | 13.7% | 16,132 | 34.60% | 1,014,830 | 18.80% |
| At-Risk | 1737 | 61.2% | 38,121 | 62.50% | 2,736,547 | 50.80% |
| Special Education | 253 | 8.9% | 4,785 | 7.80% | 488,463 | 9.10% |

Demographics Strengths

Lamar's diversity mirrors the city of Arlington's, providing our students opportunity to grow and learn with and from one another.

We have an increasingly diverse staff that can relate to our evolving demographic.

Teachers are trained to embrace diversity, while students consistently hear a message of love and acceptance on our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our underrepresented students consistently score lower on CA and EOC exams. **Root Cause:** Students often enter high school lacking the foundation skills needed to perform at the level of their affluent peers.

Student Achievement

Student Achievement Summary

| 2019 STAAR Achievement Domain Data | | | | | | | | | | | | | | | |
|------------------------------------|-----|----|----|----|----|----|----|------|----------|---------|-------------|----------|----------|------------|----------------|
| | All | AA | H | W | AI | A | PI | Two+ | Econ Dis | ELL – C | ELL – C & M | SpEd – C | SpEd – F | Cont. Enr. | Non-Cont. Enr. |
| All Subjects | | | | | | | | | | | | | | | |
| Campus | 45 | 34 | 41 | 74 | 56 | 88 | 45 | 54 | 39 | 21 | 32 | 16 | 33 | 49 | 37 |
| AISD | 46 | 39 | 42 | 60 | 44 | 70 | 49 | 50 | 41 | 34 | 41 | 21 | 47 | 49 | 41 |
| State | 51 | 40 | 45 | 61 | 49 | 76 | 50 | 57 | 42 | 34 | 41 | 26 | 47 | 52 | 46 |
| ELAR | | | | | | | | | | | | | | | |
| Campus | 38 | 27 | 33 | 72 | 50 | 84 | 20 | 53 | 31 | 14 | 24 | 13 | 31 | 43 | 29 |
| AISD | 44 | 36 | 39 | 58 | 41 | 65 | 48 | 49 | 38 | 30 | 37 | 17 | 42 | 46 | 39 |
| State | 48 | 38 | 42 | 59 | 46 | 73 | 47 | 56 | 39 | 30 | 37 | 22 | 44 | 49 | 44 |
| Math | | | | | | | | | | | | | | | |
| Campus | 35 | 29 | 38 | 44 | X | X | X | 48 | 36 | 29 | 36 | 16 | 17 | 37 | 33 |
| AISD | 49 | 41 | 47 | 61 | 48 | 75 | 52 | 52 | 45 | 43 | 49 | 24 | 52 | 51 | 44 |
| State | 53 | 41 | 50 | 62 | 51 | 82 | 54 | 58 | 46 | 43 | 49 | 30 | 52 | 55 | 49 |
| Science | | | | | | | | | | | | | | | |
| Campus | 48 | 38 | 45 | 77 | X | 91 | X | 55 | 43 | 28 | 40 | 18 | 39 | 53 | 40 |
| AISD | 49 | 40 | 44 | 64 | 51 | 74 | 38 | 54 | 43 | 32 | 41 | 23 | 55 | 51 | 43 |
| State | 53 | 41 | 48 | 65 | 53 | 79 | 52 | 61 | 44 | 33 | 42 | 28 | 51 | 55 | 49 |
| Social Studies | | | | | | | | | | | | | | | |
| Campus | 69 | 59 | 66 | 85 | X | 94 | X | 71 | 62 | 32 | 46 | 21 | 63 | 72 | 61 |
| AISD | 55 | 46 | 50 | 69 | 59 | 74 | 54 | 60 | 48 | 30 | 39 | 25 | 53 | 56 | 49 |
| State | 56 | 47 | 50 | 67 | 56 | 80 | 56 | 64 | 47 | 28 | 37 | 30 | 50 | 58 | 50 |

Student Achievement Strengths

1. For the category of all subjects, our White and American Indian students scored above the state and district average.
2. For the category of all subjects, our Economically Disadvantaged students scored within 3% points of the state.

2. In Social Studies, 69% of students met grade level, including 85% of students in the White sub-pop.
3. For the category of all subjects, the sub-pop for Continuous Enrollment scored the same as the AISD average.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our underrepresented students avoid signing up for advanced academic classes. **Root Cause:** A recent EOS survey indicates that underrepresented students avoid signing up for advanced academics for several reasons, including but not limited to feeling they do not belong, are not welcome, or are not academically prepared.

Problem Statement 2: Algebra 1 and ELA I EOC scores are considerably lower than AISD and state averages. **Root Cause:** Students taking Algebra 1 at Lamar in their 9th grade year have significant knowledge gaps, as demonstrated in the math scores from our feeder junior highs. Freshmen struggle with the writing portion of the ELA EOC.

School Culture and Climate

School Culture and Climate Summary

Strengths of the Parent Survey

85.1% of parents are satisfied with the teachers and academic standards at this school

81.8% of parents are satisfied with this school

Strengths of the Staff Survey

87.7% of teachers are satisfied with their job

86.2% of teachers feel respected by their supervisors

90.4% feel the school has a culture of sharing successes

98.4% of staff get along with coworkers

97.7% of teachers feel they are encouraged to own their work

Strengths of the Student Survey

83.8% of students feel they are encouraged to be creative

86.7% of students like their teachers

87.3% of students feel they are respected by teachers

Areas of Concern

93% of teachers feel that student misbehavior interferes with teaching at LHS

The number of students who feel somewhat safe, or not safe, in common areas:

| Thinking about your time in school this past year: | Not Safe | Somewhat Safe |
|---|----------|---------------|
| How safe do you feel In the hallways? | 9.60% | 28.40% |
| How safe do you feel In the lunch room? | 12.60% | 30.10% |
| How safe do you feel In other common areas of the school? | 5.80% | 27.40% |
| How safe do you feel In locker rooms? | 9.50% | 21.80% |
| How safe do you feel In bathrooms? | 10.80% | 29.70% |
| How safe do you feel Outside around the school (on school grounds or parking lots)? | 10.90% | 25.70% |
| How safe do you feel In your classrooms? | 4.00% | 15.00% |

School Culture and Climate Strengths

LHS uses a Staff Culture Committee to gather input from school members. This feedback is used to improve school culture and will continue and expand in the 2019-2020 school year.

Several events were held during the school year to increase fellowship among teachers and staff, including a chili cook-off and an end of year cookout.

In the past, teachers have mentioned student behavior as a topic of concern which negatively influences overall campus climate. We have hired a Restorative Practices expert to model techniques, such as the use of "Circles," to build relationships with students, thus decreasing classroom incidents of misbehavior. In addition, we are using ELA teachers to embed crucial conversations training into the curriculum to help our freshmen process difficult conversations and react appropriately.

Lamar is an AVID National Demonstration School, as well as an IB World School, which promotes the AISD goal that all students are career and college ready upon graduation. Collegiate banners/pennants/posters are placed strategically in the school to create awareness for students, staff, and parents and

improve school climate. We received AVID National Demonstration for the next three school years. In addition, students are encouraged to attend career prep courses at the CTC, thus increasing their school buy-in.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Improving student behavior on campus has been chosen by teachers as a problem of practice that would positively impact teacher morale. **Root Cause:** The consequences we have in our power often do not positively impact student behaviors, so we are looking at alternatives such as PBIS and Restorative Discipline.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We currently have 181 teachers. We lost 7 teachers last year due to surplus based on projected attendance.

Staff Quality, Recruitment, and Retention Strengths

We have created a Staff Culture committee, including teachers, administrators, and other staff to work on improving staff culture, which will lead to an increased retention rate.

We continue to improve the New Teacher Academy, and work closely with new teachers, in an effort to increase retention.

New teachers are monitored closely by the principal, Department AP, Department Chair, and are connected with a mentor in their subject.

New teachers are polled at the end of the year and asked why they have decided to stay another year at Lamar and how we can better serve new teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: In total, 12% of the teaching staff did not return for the 2019-2020 school year. **Root Cause:** Teachers at LHS choose to resign for a variety of reasons, including retirement, promotion, certification issues, or job dissatisfaction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

A cross-departmental team from the district level will work with our staff each six weeks during PLC on identifying areas of academic need (EOC scores) and provide support to mitigate the needs. All teachers on staff have been trained in the PLC Cycle, and the district's Teaching for Understanding instructional model, which includes breaking TEKs into learning targets and using frequent formative assessment with students. They have been asked to create two common assessments per six weeks in their PLC and conduct data days to analyze the results.

Curriculum, Instruction, and Assessment Strengths

Teachers are part of a PLC within their content and meet 60 minutes every other day to focus on Curriculum, Instruction, and Assessment. Each group is assigned an administrator that attends these sessions for facilitation purposes. Teachers are asked to follow the PLC cycle and provide documentation of their work. The Dean of Instruction supervises the EOC tested PLCs.

The EOC tested administrators meet periodically to discuss data and the DDI process for the PLC.

Cross-departmental team members visit the PLCs to provide instructional strategies.

Each six weeks, a failure report is generated and shared with teachers. Teachers are required to work in PLC to create an individual plan for each failing student. These plans are uploaded in STRIVE and become part of the TTESS evaluation.

New teachers visit classrooms of teachers chosen based on strong instructional strategies and debrief with the Dean on instructional strategies they wish to implement.

The administrators complete brief observations each week and meet with teachers individually during coaching sessions aimed at improving instructional strategies.

We have planned monthly instructional meetings with new teachers, including Lesson Plan Chunking and the use of AVID strategies.

We use PLC time to push-in AVID strategies.

Through Instructional Rounds each year, teachers witness best practices, focusing on rigor and relevance in the classroom.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Each six weeks a significant number of students do not pass one or more courses, particularly in the freshmen classes. **Root Cause:** Students fail classes for a variety of reasons including attendance, incomplete work, and academic struggles.

Problem Statement 2: A significant amount of students drop out of the advanced academics' courses at the six-week mark. **Root Cause:** Students voice a variety of reasons for dropping advanced academics, including lack of foundation skills, support, and a feeling of belonging.

Parent and Community Engagement

Parent and Community Engagement Summary

Each year a Parent and Community Engagement Survey is administered to stakeholders.

Strengths of the Parent Survey

85.1% of parents are satisfied with the teachers and academic standards at this school

81.8% of parents are satisfied with this school

Parent and Community Engagement Strengths

We have consistent community attendance at athletic events as well as Fine Arts performances.

New World FUMC and the North Davis Church of Christ provide material and moral support for our pregnant and early parenting students, as well as our homeless students, and North Davis also provides after-school programming for our students at their site.

We have a Families in Transition Specialist who works with our parents who struggle financially to provide housing or nutrition for their students.

Every year during registration, we provide stations to help further engage parents, such as the Parent Self-Serve software.

We send frequent reminders to parents via telephone in both English and Spanish to engage our parents in important campus initiatives, such as testing dates.

We have a Community Pep Rally to recognize all Lamar, Junior High, and Elementary feeder school teams.

In the summer, we open our doors to the community offering free lunch and breakfast to children 18 and under.

We have a strong PTA and booster clubs that work with our faculty and provide support for our students. We also have strong affiliations with nearby churches that provide after-school activities, mentoring, and food for our students.

The PTA not only volunteers on our campus but also boosts morale by providing lunch and prizes for our teachers during the first week back to school, regular lunches throughout the year catered by On the Border, and executing an extraordinary after-prom party for our students.

We have a great turnout every year for Viking Fest, in which different clubs and organizations showcase to the community what they have to offer students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We struggle with a low number of survey respondents. **Root Cause:** Parents may not be aware of the survey or of its importance for school improvement.

School Context and Organization

School Context and Organization Summary

The master schedule is organized so that every teacher on campus is given a 90-minute period every other day for PLC, a time for which they collaborate with their peers. This is a time for teachers to discuss plans for improving instruction, classroom behavior, and increase academic results. Administrators work with department chairs and level and PLC leads to ensure PLC fidelity and effectiveness.

Department chairs meet with the principal and Dean of Instruction bi-weekly, the principal meets with all counselors monthly, and the administrators meet weekly.

School Context and Organization Strengths

The campus principal communicates goals, performance objectives, and strategies through a weekly Bulletin sent to the faculty, regular department chair meetings, weekly AP meetings, conducting one-on-one meetings with teachers, and visiting PLCs.

We have a PBIS committee to work with improving behavior, thus improving academic performance. We now have a Restorative Practices Specialist that works on our campus to help with our campus-wide attempts at improving behavior.

We utilize both formal and informal leadership on our campus by training APs and Department Chairs to serve as instructional leaders.

We grow our leaders on campus through outside training, such as RTI training for our PLC Leads and Holdsworth leadership training for many of our APs.

Technology

Technology Summary

Every teacher in the building has access to 30 chromebooks or Ipads in their classrooms.

We still encourage BYOTechnology.

Teachers have been trained to use blended learning in the classroom.

Technology Strengths

Every teacher has a cart of chromebooks or Ipads in the classroom.

All teachers have their own laptop.

Teachers are able to use technology freely in the classroom.

We consistently provide CANVAS training for all teachers.

Teachers receive training on new technology, such as Flipgrid and Peardeck.

Each year we purchase Gradecam for the campus, so that teachers can analyze data with ease.

Problem Statements Identifying Technology Needs

Problem Statement 1: We struggle with misuse of technology. **Root Cause:** Students are often distracted by technology, particularly their own cell phones.

Priority Problem Statements

Problem Statement 1: Our underrepresented students consistently score lower on CA and EOC exams.

Root Cause 1: Students often enter high school lacking the foundation skills needed to perform at the level of their affluent peers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Algebra 1 and ELA I EOC scores are considerably lower than AISD and state averages.

Root Cause 2: Students taking Algebra 1 at Lamar in their 9th grade year have significant knowledge gaps, as demonstrated in the math scores from our feeder junior highs. Freshmen struggle with the writing portion of the ELA EOC.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Improving student behavior on campus has been chosen by teachers as a problem of practice that would positively impact teacher morale.

Root Cause 3: The consequences we have in our power often do not positively impact student behaviors, so we are looking at alternatives such as PBIS and Restorative Discipline.

Problem Statement 3 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals





Goal 1: Strategic Plan - Performance Objective Category: Academic Achievement

Performance Objective 1: Lamar students will increase in performance (55% to 65% Approaches, 38% to 50% Meets, 6% to 10% Masters) on ELA EOC.

Evaluation Data Source(s) 1: 2020 ELA EOC results

Summative Evaluation 1: Some progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Implement Data Driven Instruction process in English 1 and English 2 PLCs to drive specific intervention strategies with struggling students.</p> | 2.4, 2.5, 2.6 | Principal Dean of instruction Assistant principals | Improved ELA EOC scores in each subgroup | | | | |
| <p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Train all staff in literacy strategy "Talk/Read, Talk/Write" and utilize strategy in all content areas.</p> | 2.4, 2.5, 2.6 | Principal Dean of instruction | Improved TELPAS scores Improved ELA EOC scores in each subgroup | | | | |
| <p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Use our VFND period to remediate learning deficiencies identified through the DDI process in English 1 and English 2 classes.</p> | 2.4, 2.5, 2.6 | Principal, Dean of instruction, Assistant principals | Improved ELA EOC scores in each subgroup | | | | |
| <p>4) Track each English 1 and English 2 student's scale scores from last year's STAAR data through all CAs to identify areas needing intervention</p> | 2.4, 2.6 | Principal, Dean of instruction Assistant principals | Improved ELA EOC scores in each subgroup. | | | | |





| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 5) English 1 and 2 teachers will use close reading strategies with their students to improve reading comprehension. | 2.4, 2.5, 2.6 | Principal Dean of Instruction Assistant Principal | Improvement in CA and EOC scores | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div> | | | | | | | |

Goal 2: Strategic Plan - Performance Objective Category: Leaderships, Citizenship, and Responsibility

Performance Objective 1: The percentage of students reporting increased emotional and physical safety will increase.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Our campus PBIS team and Restorative Practices Specialist will train staff in how build community in their classrooms through use of 60 second relate-breaks, 90 second sparks and two minute connections. | 2.6 | PBIS team coordinator, RP Specialist | Increasing our students' reported emotional safety. | | | | |
| 2) Implement the CASEL competencies across all classrooms. | 2.6 | Principal | Increasing our students' reported emotional safety. | | | | |
| 3) Assistant principals and restorative practices specialist will employ restorative practices with teachers and students following conflicts. | 2.4, 2.5, 2.6 | Assistant principals, restorative practices specialist | Reduction in recidivism for student misbehavior. | | | | |
| 4) Classroom teachers will construct PBIS classroom behavior expectations based on respect agreements that teachers create with their classes, and redirect students following the PBIS flow chart. | 2.5, 2.6 | Assistant principals | Reduction in the number of disciplinary referrals Increasing our students reported physical and emotional safety. | | | | |
| <p>ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> 5) Administrators and English 1 teachers will instruct 9th graders in how to engage in challenging conversations, and reinforce this learning through relevant literature studies and discussion and writing about personal experiences. | | Administrators English 1 teachers | Improved survey scores on willingness to engage in challenging conversations; reduced disciplinary referral rates for freshmen in comparison to 18-19 referral rates | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |

Goal 3: Improve our Domain 3 score from 72 in 2019 to 80 in 2020.

Performance Objective 1: Improve our overall 2020 4 year Federal graduation rate from 80.2% to 85%

Evaluation Data Source(s) 1: Graduation rate

Summative Evaluation 1: Some progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Students will recover core credits through our After School Academy, where certified teachers will remediate unmastered content. | | Counselors | Increase in number of students meeting credit requirements for graduation. | | | | |
| Funding Sources: 199 - State Comp - 21970.50 | | | | | | | |
| | | | | | | | |

Goal 3: Improve our Domain 3 score from 72 in 2019 to 80 in 2020.

Performance Objective 2: Meet the following target CCMR percentages in each subgroup: all students 55%, African American 42%, Hispanic 54%, White 73%, Asian 76%, Two or More Races 56%, Econ. Dis. 49%, Eng. Lang. Learners 47%, SPED 41%, Cont. Enrolled 62%, Non-cont. Enrolled 41%

Evaluation Data Source(s) 2: CCMR data from domain 3

Summative Evaluation 2: Some progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide space in the library on Tuesdays and Wednesdays to hold collaborative study groups for advanced academics students to improve the number of students with AP and IB passing scores. | 2.4, 2.5, 2.6 | Principal, Adv. Acad, coordinator, Asst. principal | Improved number of students passing AP and IB exams | | | | |
| Funding Sources: 199 - State Comp - 10200.00 | | | | | | | |
| TEA Priorities Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning 2) We will administer the TSI exam to all seniors without a CCMR point on October 16. | | Dean of Instruction Counselors | More students earning a CCMR point by passing both sections of the TSI. | | | | |
| TEA Priorities Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning 3) We will administer pre-tests to students in classes with level 1 or 2 certification exams and provide intervention to students not yet at the passing threshold. | 2.6 | CTE teachers Assistant Principal | Improved percentage of students earning certifications | | | | |
| | | | | | | | |

Goal 3: Improve our Domain 3 score from 72 in 2019 to 80 in 2020.

Performance Objective 3: Increase the percentage of students meeting the TELPAS progress rate to 40%

Evaluation Data Source(s) 3: TELPAS testing data; Domain 3

Summative Evaluation 3: Some progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|------------------------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) We will have our EL students that take TELPAS practice on software that simulates the TELPAS speaking and reading portions so that they are more proficient with the TELPAS assessment. | | ESL Dept. chair Principal | Improved TELPAS scores. | | | | |
| | | | | | | | |

Campus Funding Summary

| 199 - State Comp | | | | | |
|------------------------------------|-----------|----------|----------------------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 1 | | | \$21,970.50 |
| 3 | 2 | 1 | Paying staff to tutor in library | | \$10,200.00 |
| Sub-Total | | | | | \$32,170.50 |
| Budgeted Fund Source Amount | | | | | \$32,170.50 |
| +/- Difference | | | | | \$0 |
| Grand Total | | | | | \$32,170.50 |