

Eagle Mountain-Saginaw Independent School District

Boswell High School

2022-2023 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Through an unyielding commitment to fostering a culture of excellence for every student, BHS, in partnership with faculty, staff and community will intentionally provide a high-quality education. We will excel in our mission through researched-based teaching strategies, involvement in extracurricular activities, and preparing all students for post-secondary college or career opportunities.

Vision

To foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

Value Statement

Boswell High School has co-created Collective Commitments. These commitments serve as our Core Beliefs:

Take responsibility for student learning.

Work together in true collaborative teams.

Define clearly what every student needs to learn.

Constantly evaluate effectiveness.

Respond collectively when students do not master the material.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

We began the year by celebrating our academic achievements by recognizing teachers that had students perform above the state and national averages on EOC, AP Exams, and OnRamps. While we made continued gains in academic achievement compared to the past two years, our focus this year will be on the academic growth criteria as set for in TEA accountability ratings.

We know and understand the complexity of support that both staff and students need every day and look forward to working on our processes and procedures to ensure that support is provided.

Demographics

Demographics Summary

Boswell High School has a diverse student body with a growing economically disadvantaged population. Boswell High School continues to train staff to increase awareness of working with students who come from poverty and meet the academic, emotional, and social needs of economically disadvantaged students.

Our current demographics, according to Forecast5, are as follows:

TOTAL STUDENTS	3573
American Indian	0.08%
Asian	4.2%
Black	13.45%
Hispanic / Latino	37%
Native Hawaiian	0.23%
White	39.06%

Economically Disadvantaged	38.6%
Limited English Proficient	7.93%
At-Risk	25.86%
Special Ed Status	9.87%

Demographics Strengths

Boswell High School has an increasing diverse population. Therefore, in response our hiring practices are intentional in hiring the best candidate as well as a reflection of our student population.

School Processes & Programs

School Processes & Programs Summary

Boswell High School will focus on continuous improvement in the areas of instruction, curriculum, personnel, organization and administration to help support student achievement. Instruction will be addressed through the following platforms:

- PLC's
- AVID Instructional Strategies
- Rigor/Relevance/Relationship Framework
- Learning Coaches
- High Yield Instructional Strategies
- Formative Assessments
- Protocols
- Instructional Rounds
- Fundamental 5
- Mentor Program
- T-TESS

Boswell High school teachers utilize the district curriculum and assist in the development of both district and campus common embedded assessments. In curriculum continuous improvement is being addressed through:

- CLC's
- PLC's
- Common Lesson Planning
- DCA's

In an effort to maintain retention, Boswell High School celebrates teachers regularly through newsletters, personal note cards, social media platforms, and special events. Personnel recruitment, support and retention is being addressed through:

- Administrative team makes necessary instructional assignments
- On-going professional development
 - Rigor/Relevance Rubric Training
 - AVID Implementation
 - Team Building
 - Data Protocols Training
 - Community Builders
- Mentor Teacher support for novice teachers
- Monthly novice teacher lunch with administrator
- Continued building of teacher leadership capacity
 - Admin. Interns
 - Level Leads
 - Department Leads
 - Committee Members
 - Leadership Roles

Boswell High School's organizational layout is designed to build relationships among peers and increase service to our students through the following:

- Counseling Office suite continues to be in front of the school to help support students and counseling staff.
- Administrators are placed in suites in pairs to help support one another and develop relationships.
- More paraprofessional staff moved to the front of the school to provide better customer service to students and parents.
- Paraprofessional duties and responsibilities adjusted for efficiency and strengths.
- Administrative responsibilities adjusted for efficiency and strengths.

Perceptions

Perceptions Summary

Boswell High School has a long history of traditions that have remained intact coupled with new legacies, however, with the effects of COVID still lingering this year, our focus is on the Year of the Pioneer to re-establish our campus norms and practices that make Boswell unique.

We look forward to continuing our work with the PDSA process within our PLCs with a continued focus on rigor, relevance, and learner engagement. We intend to develop a collaborative culture that consistently answers the 4 critical questions of a PLC:

1. What is it we expect them to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

Perceptions Strengths

Boswell has established a celebratory and academic culture with the students and faculty. Staffulty can send anonymous notes about one another each week in our weekly Pioneer Praise!

Faculty meetings are solely comprised of professional learning designed to increase teacher capacity and improve student achievement by utilizing best practices in the classroom. We celebrate student learning every day through college admissions, meeting learning targets in the classroom, and advancement in athletic and other extra-curricular competitions.

Boswell High school is committed to continuing a strong relationship with the PTO. Boswell will continue to partner with our PTO at the beginning of the year to gain membership through our faculty during the in-service week. PTO meetings will be routinely attended by either the Principal or campus administrator, and information will be shared with the administrative and teacher leadership team. We showed a marked improvement in our parent attendance at Open House and will continue our efforts to increase attendance and communication. Numerous parent meetings will occur throughout the year, including but not limited to Advanced Academics, Financial Aid Night, FAFSA, and Pioneer Preview. We have an open-door policy and encourage our parents to work collectively with the BOS faculty and staff to provide the best services to our students.

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Student failure and/or retention rates

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
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 30, 2022






Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 1: Increase AVID program enrollment from 7.2% to 10% of the student population.

HB3 Goal

Evaluation Data Sources: AVID student enrollment numbers.

Summative Evaluation: Some progress made toward meeting Objective


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In order to increase the percentage of AVID students enrolled in an AP class for the 2022-2023 academic school year from 40% to 45%, AVID students will participate in an annual AVID Scholar Meeting with the Assistant Principal over AVID and AVID counselor to determine their best track.</p> <p>Strategy's Expected Result/Impact: Increased participation of AVID students in taking AP Exams. Ensure that the required advanced class placement is best for the individual student's academic strengths.</p> <p>Staff Responsible for Monitoring: Advanced Placement Teachers, Assistant Principal over AVID, Counselor over AVID, and AVID Site Coordinator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
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



Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 2: Boswell High School will increase the percentage of scores of 3's or higher on all Advanced Placement (AP) from 56% to 62% during the 2022-2023 school year.

HB3 Goal

Evaluation Data Sources: AP Score Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All AP teachers will use the AP Instructional Planning report to determine areas in need of instructional improvement and create a targeted instructional plan that will meet student needs.</p> <p>Strategy's Expected Result/Impact: Increased AP scores of 3's or higher on all AP exams</p> <p>Staff Responsible for Monitoring: AP Teachers and Academic Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All AP teachers will meet with the Academic Principal to set student participation and score performance goals above the national average on their respective AP exams.</p> <p>Strategy's Expected Result/Impact: Increased student participation rate and increased AP scores of 3's or higher on all AP exams.</p> <p>Staff Responsible for Monitoring: Academic Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Academic Principal and College and Career Specialist will visit every AP class to discuss AP exam registration and AP Scholar Distinctions.</p> <p>Strategy's Expected Result/Impact: Increased number of students registered for AP exams via Total Registration.</p> <p>Staff Responsible for Monitoring: AP Teachers, Academic Principal, and CCRS.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.





Performance Objective 3: Track and monitor students' college, career, and military readiness indicators to increase Boswell's College, Career, and Military Readiness component score from 68 to 80.

High Priority

HB3 Goal

Evaluation Data Sources: State Academic Performance Report, CCMR EOY Data, Accountability Rating Summary Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Track and monitor college, career, and military readiness of seniors through SAT/ACT participation rates from 87% to 90%. Strategy's Expected Result/Impact: Quarterly tracking of registration Staff Responsible for Monitoring: Academic Principal, College and Career Readiness Specialist, Counselors</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase the percentage of students that meet TSI criteria in both math and reading from 38% to 45%. Strategy's Expected Result/Impact: Increase TSI scores and college enrollment Staff Responsible for Monitoring: Academic Principal, College, and Career Specialist</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase the percentage of CTE students earning an Industry-Based Certificate from 13% to 20%.</p> <p>Strategy's Expected Result/Impact: Increased number of students considered career ready.</p> <p>Staff Responsible for Monitoring: CTE teachers, Academic Principal, College, and Career Specialist</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase the percentage of students eligible for college credit from 88% to 90% in our OnRamps classes.</p> <p>Strategy's Expected Result/Impact: Increase the number of students participating in OnRamps classes and grow the number of our students leaving high school college and career ready.</p> <p>Staff Responsible for Monitoring: OnRamps Teachers Academic Principal College and Career Readiness Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 4: Increase college entrance exam performances:

SAT: Increase average score to 1120 from 1102, continuing to be above the 2021-22 state average score

ACT: Increase to 21 from 19.6 on ACT which will continue to be above state and national 2021-22 average scores

Evaluation Data Sources: SAT and ACT school data reports










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide an opportunity to take PSAT/PreACT and review data with students in their English class. Strategy's Expected Result/Impact: Increase student registration on SAT/ACT based on student strengths. Staff Responsible for Monitoring: Academic Principal, College and Career Readiness Specialist</p> <p>Title I: 2.5</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase the number of participants in our SAT/ACT/TSI Test Prep Academies. Strategy's Expected Result/Impact: Increased performance on SAT and ACT. Staff Responsible for Monitoring: Academic Principal, College and Career Readiness Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 5: Continue implementation of campus-based MTSS 2.0 plan and incorporate HB 4545 for students in need.

Evaluation Data Sources: 6 weeks data reports


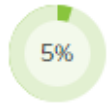
Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to utilize campus developed MTSS process to track strategies/interventions implemented with struggling students.</p> <p>Strategy's Expected Result/Impact: Increased number of students showing growth in academic performance and decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: AP over MTSS, Teacher of Record in the content areas, SPED Case Managers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue use of student data trackers in all core areas.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher of Record</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: In accordance with HB4545, the campus will provide EOC tutorials for all students who were not successful on the previous year's EOC exam.</p> <p>Strategy's Expected Result/Impact: Students who attend tutorials regularly will show increased capacity to be successful on their EOC retake exam.</p> <p>Staff Responsible for Monitoring: Assistant Principal over HB4545 and campus tutors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 6: Increase passing rates to meet or exceed district performance targets as follows: Algebra I (80%-85%); English I (77%-83%); and English II (83%-85%); US History (96%-97%); Biology (92% to 94%).

Evaluation Data Sources: EOC EOY data

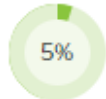




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify and provide intervention to under-performing sub-populations (i.e., SPED, LEP, Economically Disadvantaged) using Six Weeks Grading Period Data Form.</p> <p>Strategy's Expected Result/Impact: Develop appropriate intervention plan to increase performance of sub population.</p> <p>Staff Responsible for Monitoring: Department Leads, Level Leads, Teacher of Record, ESL Coordinator, Case Managers.</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Analyze EOC content classes and track DCA data to drive curriculum and instructional changes.</p> <p>Strategy's Expected Result/Impact: Increased performance with students who have failed an EOC test previously.</p> <p>Staff Responsible for Monitoring: EOC Content Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement EOC Boot-camp two weeks before the EOC exam with a focus on students in need of targeted intervention.</p> <p>Strategy's Expected Result/Impact: Increased performance of at-risk population.</p> <p>Staff Responsible for Monitoring: English, Math, Science, and Social Studies Departments</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: EOC classroom teachers will continue intentional one-on-one conferences with every 9th, 10th, and 11th-grade student through their EOC classes.</p> <p>Strategy's Expected Result/Impact: Increase student performance on EOC.</p> <p>Staff Responsible for Monitoring: EOC Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
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Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 7: Increase masters level performance to meet or exceed 2022 EOC masters results/district performance targets as follows: Algebra I (44% to 50%); English I (14% to 18%); English II (9% to 12%); US History (61% to 65%); and Biology (32% to 35%).

Evaluation Data Sources: EOC EOY data






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement EOC one-on-one meetings with every 9th, 10th, and 11th-grade student through their EOC content classes. Strategy's Expected Result/Impact: Increase academic growth and performance on advanced level III. Staff Responsible for Monitoring: EOC Content Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide campus professional development on progress measures and moving the needle. Strategy's Expected Result/Impact: Increase in academic growth Staff Responsible for Monitoring: Department leads, level leads, Teacher of Record, Administrators</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 8: Teachers will use technology as an effective instructional tool.

Evaluation Data Sources: Check Canvas for integration of technology as an instructional tool and student CANVAS utilization





Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue utilization of an instructional technology survey to determine type of technology and training needed with the staff. Strategy's Expected Result/Impact: Provide needed support to in areas of weakness. Staff Responsible for Monitoring: Academic Principal and Campus Instructional Technologist	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Classroom instruction will include the use of technology in support of learning strategies. Strategy's Expected Result/Impact: Increased use of educational technology tools. Staff Responsible for Monitoring: Administrators, Department Leads, Learning Coaches Title I: 2.5, 2.6	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 1: Weekly PLCs will focus on utilizing student data to drive instruction.





Evaluation Data Sources: Submission of PLC tasks, utilization of student data trackers and PDSA on data within the level

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will meet with their PLC weekly to embed proven high-yield instructional strategies, monitor student progress, and adjust instruction accordingly.</p> <p>Strategy's Expected Result/Impact: Increased student performance.</p> <p>Staff Responsible for Monitoring: Administration, Department Leads, Level Leads, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Level Leads will meet with their levels to review student performance data to drive instruction moving forward. In addition, Level Leads will participate in data talks with the Academic Principal every six weeks to evaluate consistency among levels and determine targeted student interventions.</p> <p>Strategy's Expected Result/Impact: Increased communication of expectations and student performance.</p> <p>Staff Responsible for Monitoring: Academic Principal, Level Leads Leads, and Learning Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Level Leads will participate in grade level data talks at the end of each six-weeks to discuss strategies to increase performance of shared students.</p> <p>Strategy's Expected Result/Impact: Increased awareness of campus performance.</p> <p>Staff Responsible for Monitoring: Principal, Academic Principal, Level Leads</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 2: Teachers and administration will facilitate a collaborative environment with parents and the community to support students.





Evaluation Data Sources: Parent survey results

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will solicit parent input in support of students through emails, phone calls, and parent conferences. Strategy's Expected Result/Impact: Increased family engagement and student performance through communication of classroom expectations. Staff Responsible for Monitoring: Administrators, Teachers Title I: 4.2	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct regular grade book checks to ensure timely feedback to families. Strategy's Expected Result/Impact: Increased adherence to grading and reporting handbook policies. Staff Responsible for Monitoring: Academic Principal, Assistant Principals	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Boswell will continue to host community events such as the community homecoming carnival, Boo at BOS, the annual Reading Festival, and Baccalaureate. Strategy's Expected Result/Impact: Positive relationship with community Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
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Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 3: Attendance rates for students will increase from 92% to 96% or higher by the end of the year.





Evaluation Data Sources: Annual attendance rate

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents, students, and teachers will receive communication through principal weekly letters. Strategy's Expected Result/Impact: Increased communication and expectation of attendance rate with all stakeholders. Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: With fidelity, truancy will be documented and filed when students are not in compliance with the law. Strategy's Expected Result/Impact: Increased attendance and academic performance of students. Staff Responsible for Monitoring: Administration Title I: 4.1	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 4: Teachers will be provided quality professional development opportunities throughout the school year.





Evaluation Data Sources: PD aligned to campus needs assessment and utilization of teacher feedback to provide quality targeted PD.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Faculty meetings will be used to address professional development needs. Strategy's Expected Result/Impact: Increase of pedagogy, skills, and content for teachers in support of student growth. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Learning Coaches and AVID Site Team Members will assess campus needs with instructional practices and develop sessions to provide growth opportunities. Strategy's Expected Result/Impact: Increase of pedagogy, skills, and content for teachers in support of student growth. Staff Responsible for Monitoring: Academic Principal, Learning Coaches, AVID Site Team Members</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 5: Students will create goals and track progress through the utilization of data trackers in the 4 core areas throughout the school year.





Evaluation Data Sources: Data tracker spot checks, teacher check each 6 weeks and utilization in Data Talk and PLC

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Core teachers will discuss the data-tracker process and effectiveness within their PLCs, and normalize asking students to see their trackers during class.</p> <p>Strategy's Expected Result/Impact: Student awareness of the tracker grows. Teacher input continues to grow as the usefulness of the tool is evaluated throughout the school year.</p> <p>Staff Responsible for Monitoring: Core teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Core teachers will inculcate students to take responsibility for their learning by monitoring and tracking their performance in class using data trackers.</p> <p>Strategy's Expected Result/Impact: Utilizing PLC data trackers to drive student performance and move the needle on six weeks' failure data.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 6: Advisory period will be integrated into the annual calendar to meet students' needs in the areas of SEL, academic planning and organization and required awareness videos (anti-bullying, anti-suicide, drug awareness, etc)





Evaluation Data Sources: Intervention Counselor monthly log sheet, and completion of required videos

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will work to create lessons for students to address students social and emotional learning needs.</p> <p>Strategy's Expected Result/Impact: Students will see the importance of these topics and know where to get help should any of these issues be impacting them.</p> <p>Staff Responsible for Monitoring: Counseling team and Advisory Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Intervention Counselor will continue to work with at-risk students on a one-on-one basis to provide coping strategies as well as guidance on ways to handle tough situations.</p> <p>Strategy's Expected Result/Impact: Decrease in behavior referrals for at-risk students and increased academic performance based on students' needs.</p> <p>Staff Responsible for Monitoring: Intervention Counselor</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 7: Create and monitor PEP for each freshman student.





Evaluation Data Sources: Graduation rate, CTE certification, and enrollment in college credit courses

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Schedule one-on-one conferences with each freshman student. Strategy's Expected Result/Impact: Completion of PEPs. Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct yearly follow-up meetings with current 9th, 10th, and 11th-grade students to review and adapt their personalized education plans. Strategy's Expected Result/Impact: Personal education plans that are up to date. Staff Responsible for Monitoring: Counselors</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 1: Continue focus on the mental well-being of staff members.





Evaluation Data Sources: Employee engagement survey
 Teacher attendance rate
 Wellness-check qualitative data
 Weekly SEL submission in SMORE

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administrators will conduct wellness-checks within assigned departments throughout each six-weeks and respond as needed. Strategy's Expected Result/Impact: Teachers will more readily express needs throughout the year. Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administrators will write at least 5 letters of appreciation to staffulty every six weeks. Strategy's Expected Result/Impact: Improved morale of staffulty Staff Responsible for Monitoring: Administrators</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 2: Continue security measures on campus and improve safety protocols through the use of monthly drills and assessments.





Evaluation Data Sources: Monthly log drills
Debrief Notes
Safety Committee Notes

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct monthly meetings with safety committee to assess needs and quality of safety drills. Strategy's Expected Result/Impact: Develop more efficient and effective procedures as they relate to safety. Staff Responsible for Monitoring: Assistant Principal, Safety Committee	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct a debrief-brief meeting with administration and security specialists to evaluate protocols after monthly drills and provide feedback to staff, students, and parents. Strategy's Expected Result/Impact: Address issues and create solutions to better address safety concerns and situations. Staff Responsible for Monitoring: Administration, Safety and Security Specialists, SRO, and Department Leads	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct annual walk-through of all drills with staff prior to the beginning of the school year, and communicate SRP to students through classroom rounds the first week of school. Strategy's Expected Result/Impact: Increased awareness of campus safety and security procedures for the entire campus Staff Responsible for Monitoring: Principal and Assistant Principal over safety and security.	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Work in collaboration with EMS ISD Police Department to assess campus safety needs. Strategy's Expected Result/Impact: Safe and secure campus with systems and protocols in place to address safety issues when they arise. Staff Responsible for Monitoring: Principal, Assistant Principal over safety and security, EMS ISD PD officers, safety and security specialists	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 3: We will provide drug prevention awareness and education of the social/emotional effects throughout the school year.





Evaluation Data Sources: Advisory schedule and completion of required awareness videos

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize social media to promote awareness of drug prevention. Strategy's Expected Result/Impact: Increased awareness of drug prevention. Staff Responsible for Monitoring: Administration, Intervention Counselor, Counseling Department</p> <p>Title I: 4.1</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide awareness for reporting procedures for bullying to both students and teachers. Strategy's Expected Result/Impact: Increased awareness of bullying procedures. Reduce number of bullying incidents with student population. Staff Responsible for Monitoring: Administration, Counseling</p> <p>Title I: 4.1</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Annual participation in Red Ribbon Week and Art Competition through Lion's Club to raise awareness of the campus anti-drug campaigns. Strategy's Expected Result/Impact: Increased awareness of the harmful effects of drugs Staff Responsible for Monitoring: Administration, Counseling, Student Council Sponsor</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 4: We will provide an opportunity for all 12th-grade students to receive CPR certification.





Evaluation Data Sources: CPR Certification of students at the end of the school year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus athletic training team will identify times throughout the school year that all students can receive this training with minimum effect on class time.</p> <p>Strategy's Expected Result/Impact: All students trained in CPR.</p> <p>Staff Responsible for Monitoring: Administration and athletic training team</p>	Formative		
	Dec	Mar	June
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Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 5: 100% of applicable students will participate in the Fitness Gram with a 2% increase in skill development.





Evaluation Data Sources: Participation in fitness gram; increased skill development

Strategy 1 Details	Formative Reviews		
Strategy 1: Prepare students for skill sets through PE and Athletics Strategy's Expected Result/Impact: Participation in fitness gram; increased skill development. Staff Responsible for Monitoring: Campus Fitness Gram Coordinator	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 6: Implementation of campus-wide CHAMPS behavior expectations.

Evaluation Data Sources: Discipline referrals/recidivism
PRIDE award referrals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Within the 1st week of school, administrators will visit every 2nd-period class to review campus PRIDE behavior expectations with students.</p> <p>Strategy's Expected Result/Impact: Students are aware of campus behavior expectations</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and students can nominate students that demonstrate attributes of CHAMPS for monthly PRIDE awards.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Administrator over PRIDE, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each week, the Administrator over PRIDE puts a CHAMPS strategy in the campus newsletter for teachers.</p> <p>Strategy's Expected Result/Impact: Campus-wide implementation of CHAMPS</p> <p>Staff Responsible for Monitoring: Administrator over PRIDE</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			