Lamar Consolidated Independent School District

Fulshear High School

2023-2024 Campus Improvement Plan

Mission Statement

Fulshear High School is preparing every student to compete in a global society through a premium educational experience, technology enrichment, and strong community partnerships.

Vision

Fulshear High School will be a school of choice as we pursue educational excellence.

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Demographics

Demographics Summary

Churchill Fulshear High School is located in the fast-growth town of Fulshear, Texas. CFHS opened for its inaugural year in the Fall of 2016.

The campus was named after Churchill Fulshear, Jr.   The Fulshear family was one of the original 300 families to settle in Texas. Churchill Fulshear, Jr. fought in the Texas War for independence against Mexico. He was also present during General Santa Anna's surrender. He helped to bring progress to the area by donating land to allow the railroad to bring service through the area. The last family member moved away from Fulshear in 1937, but their legacy remains strong in the area. As is evident by our mascot choice, Churchill Fulshear, Jr. loved horses, especially race horses. He built a horse track called Churchill Downs in Fort Bend. He was fiercely independent and a true Texan. We are proud to be named after such a strong figure in Fulshear's history.

Mission: Fulshear High School is preparing every student to compete in a global society through a premium educational experience, technology enrichment, and strong community partnerships.

Vision: Fulshear High School will be a school of choice as we pursue educational excellence. -- Once a Charger, Always a Charger #ChargedUp

The class of 2023 is the fifth graduating class of Fulshear High School. Our student population has grown extensively over the course of the last 8 years. The CFHS population began at less than 400 students and enrollment is currently 2920. This exponential growth has influenced our campus demographics each year. Also, as a fast-growth campus, we have added more than 20 staff members new to our campus each school year.

Student information by demographic and instructional program

African American	22.75%
Hispanic	31.38%
White	32.65%
American Indian	0.21%
Asian	8.77%
Pacific Islander	0.17%
Two or more races	4.07%
Economically Disadvantaged	29%
English Learners (EL)	12.2%
Special Education	9.01%

Staff Demographics - 28.6% minority staff

Teacher demographics

African American	15.9%
Hispanic	12.1%
White	70.0%
Male	47.3%
Female	54.7%
Bachelor's degree	58.8%
Master's degree	39.5%
Doctorate	2.9%

The EL population in our attendance zone is the fastest growing EL population in the district.

Demographics Strengths

Cited from the latest Accountability report for Fulshear High School, Fulshear's attendance rate for students consistently reports at 98.4%. Additionally, more than 59% of Fulshear High School students participate in AP or Dual Credit programs. There has been a multi-year focus on equitable representation in advanced academic classes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All core teams have added new teachers. There is a need to allow these teams time to plan and structure their PLCs.   **Root Cause:** Fast-growth of the student population affects staffing needs.

Problem Statement 2: The EB population in our attendance zone is the fastest growing EB population in the district. Students in this demographic have language acquisition needs. The LPAC committee continuously meets to discuss students new to the campus and new to the country and their needs.   **Root Cause:** Language acquisition while learning content

happens at different speeds and levels based on student previous education and learning gaps.

Student Learning

Student Learning Summary

Graduation Data - Fulshear High School's 4-year graduation rate was 94.9% in 2021-2022. The Class of 2022 dropout rate was 0.5% and 62.4% of the Class of 2022 met one or more College, Career, and Military Readiness (CCMR) indicators.

CFHS saw gains in most areas in the STAAR pass rates.

Algebra 1 had the following percentage gains: 6% in Approaches, 7% Meets, and 12% Masters

Biology had the following percentage gains: 6% Meets, and 1% Masters

We had minor declines in English and History across Approaches, Meets and Masters (as low as 1% and the highest was 5%)

See Addendum for more EOC comparison data.

Student Learning Strengths

CFHS TSI results were as follows: 73% of the class of 2022 who tested met the TSI Exemption standard in Evidence-Based Reading and Writing, 53% met the TSI Exemption standard in Math, and 51% met both. This is an increase of 5-7% in each section from the 2022 school day administration.

CFHS received 100% achievement in the Closing the Gaps Domain.

Economically disadvantaged students showed growth in every area except English masters scores, and the decline there was only 1%. Gains were as high as 18% for Ecodis students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We saw a drop in attendance rates which affected classroom time and STAAR scores. **Root Cause:** Accountability from students, staff and administration 1) students need to be in the classroom learning instead of roaming the halls, 2) tardies need to be minimized, 3) teaching should be bell to bell, and 4) students should not be leaving classes before the bell rings.

Problem Statement 2: Only 2% of students in the Class of 2021 graduated with an industry certification. **Root Cause:** Students start but do not complete CTE course streams causing our terminal classes to have smaller student populations.

Problem Statement 3: CFHS has a small population of Class of 2022 students still in need of a passing score the EOCs. This population is a mix of all subjects. **Root Cause:** Learning gaps appear in growing populations moving to the area. Students are in need of personalized instruction to assist with growth in their weak area(s).

Problem Statement 4: Special Education saw a reduction in approaches rates on the ELAR, Biology, and US History EOCs and this demographic still lags behind the general

population approaches rates in all EOCs.   **Root Cause:** Lack of consistency due to personnel changes in inclusion staff. Students are in need of personalized instruction to assist with growth in this area. There is a need for more personnel in Special Education.

Problem Statement 5: 62.4% of the Class of 2023 students have met one or more CCMR indicators.   **Root Cause:** The academic intensity in advanced academic and CTE courses may not be where we would expect it to be for students to achieve readiness indicators.

Problem Statement 6: As a campus, we would like to increase the number of students reaching top scores on tests such as Masters on EOCs, College Ready on SAT indicators, and 2s, 3s, 4s, and 5s on AP testing.   **Root Cause:** The academic intensity in these courses may not be where we would expect it to be for students to achieve readiness indicators.

Problem Statement 7: The EB student population saw losses in approach rates across EOCs in 2023 ranging from a loss of 8% (ELAR) to 27% (Biology.)   **Root Cause:** Students at the Beginner/Intermediate levels of TELPAS are learning new vocabulary and need to be strategically scheduled and monitored so their academic needs are individually met. Tier I instruction needs to target student learning gaps involving the LPAC representatives.

Problem Statement 8: Based on the SAT 2023 school day results, 64% of the class of 2022 who tested met the TSI Exemption standard in Evidence-Based Reading and Writing, 42% met the TSI Exemption standard in Math, and 38% met both. This is an decrease of 3-5% in each section from the 2022 SAT school day administration. The rate of students meeting TSI standard on both sections need to continue to increase this year.   **Root Cause:** The academic intensity in these courses may not be where we would expect it to be for students to achieve readiness indicators. Lack of college prep courses.

School Processes & Programs

School Processes & Programs Summary

There are very few neighborhoods we support that are within walking distance of our school. Some students do not have transportation to and from school other than the school bus. This makes attending after school events such as tutoring sessions difficult for some of our student population, especially those living on the farther out areas in our attendance zone. Additionally, some Fulshear High School students do not have access to technology at home, and internet provider service is unreliable in some areas of our attendance zone.

There is a need to implement a tutorial period (Charger Time) during the school day to engage students in tutorials and interventions.

It is a priority of our campus to build positive student relationships, decrease conflicts between students, and handle bullying situations in prompt effective manner.

Due to student population growth, CFHS has added at least 20 staff members every school year. Some of these hires replaced teachers who moved to other opportunities outside of CFHS. We focus PD on team building and on-boarding of new staff members but continue to need a focus on retaining highly-qualified staff.

School Processes & Programs Strengths

It is a priority of our campus to build positive student relationships and connections to school to promote high attendance rates. Campus staff trained on Restorative Practices, Solution-focused conversations, and Character Counts. Our leadership student groups have a strong representation on campus and build student leadership characteristics including our NHS students developing tutoring programs for math and EB students.

Campus leadership team meets weekly to discuss pertinent school policies and give feedback on campus initiatives. This core team of leaders has access to school decision-making. We would like to increase teacher efficacy and teacher leadership this school year through sub-committee decision making and teacher-led professional development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to implement a tutorial period (Charger Time) during the school day to engage students in tutorials and interventions. **Root Cause:** Implementation of targeted tutorials with fidelity was a problem in both 2020-2021 and during the 2021-2022 school year.

Problem Statement 2: Due to student population growth, CFHS has added new staff members every school year. Some of these hires replaced teachers who moved to other opportunities outside of CFHS. **Root Cause:** Campus culture building and teacher efficacy is needed. New teacher on-boarding process by learning coaches would be helpful.

Problem Statement 3: There are very few neighborhoods we support that are within walking distance of our school. Some students do not have transportation to and from school other than the school bus. This makes attending after school events such as tutoring sessions difficult for some of our student population, especially those living on the farther out areas in our attendance zone. **Root Cause:** There is a need for targeted during, the school day tutorials and supports for struggling students.

Problem Statement 4: Some Fulshear High School students do not have access to technology at home, and internet provider service is unreliable in some areas of our attendance zone. This causes students to have difficulty studying when instructional resources are online. **Root Cause:** Access to technology and internet at home.

Perceptions

Perceptions Summary

Fulshear High School staff place a focus on collaboration, quality instruction, and doing what is best for students. Based on the Climate Survey in Fall 2023, a vast majority of parents and staffs ranked Fulshear High School as an A or B campus. The results between participant groups in the Safety and Behavior dimension concerning vaping was noted as follows: 46% of parents believe vaping is a problem at the school; 54% of the students believe vaping is a problem at the school and 37% of the staff believe vaping is a problem at the school.

Perceptions Strengths

The overall perception of the Equality Dimension reported that all students have equitable access and opportunity to succeed. 85% of parents, 85% of campus staff and 76% of students strongly agreed that there was equitable access and opportunity to succeed.

The Student Support dimension received the highest favorability from participating campus-based staff members. 99% said there was a staff member for students to go to with a school problem and 93% said teachers praise students for doing good work at their school. However, there were distinct perceptual differences in this dimension. For example, 94% of participating campus-based staff members said students had someone to go to for a personal problem, yet only 32% of participating students and 36% of participating parents/guardians said the same. And 92% of participating campus-based staff members said students are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities compared with 77% of participating parents/guardians and 70% of participating students.

The Welcoming Environment dimension received high favorability from all participant groups. For example, 97% of participating campus-based staff members, 76% of participating parents/guardians, and 79% of participating students said school/district leaders and staff at their school are welcoming to families of all cultures.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a gap between student and staff perception on students feeling like they can approach adults with a problem.   **Root Cause:** Lack of student communication skills and relationships with adults are the cause of student perceptions of adults not being approachable. Communications skills and relationship building can be improved in the classroom.

Problem Statement 2: From the Safety and Behavior dimension, over 60% of students, staff, and parents believe that alcohol and drug (including vaping) use is a problem at school.   **Root Cause:** Lack of consistency in protocols/consequences at campus and district level.

Problem Statement 3: Student Support dimension states 69% of students complete their assignments in a timely manner, 79% of parents say the students complete their assignments in a timely manner, yet 57% of teachers think that students try their best every day.   **Root Cause:** Staff believes students lack processing/problem solving skills. Staff needs to build relationships with students and not just see grades.

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 Reading and math goals for PreK-3
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- 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 benchmark or common assessments data
- 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
- 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
- Homeless data
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

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
- Action research results

Goals

Goal 1: On ELAR and Math 2024 STAAR/EOC tests, students will achieve 90% or above approaches; 70% or above meets; and 30% or above masters with Biology gaining in Masters to 19% and US History gaining in Masters to 16%.

Performance Objective 1: Teachers will utilize common formative and summative assessment data to track student mastery of objectives.

Evaluation Data Sources: Formative assessment data, PMA data, benchmark data, classroom assessment data, MAP Growth assessments, Data Tracking Software

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: PLC # 1:Teacher teams will meet to discuss student data (summative and formative) and make plans for the following weeks that address student data-based strengths and weaknesses. Discussions will be TEKS driven. Teachers will renew data and model specific teaching strategies. PLC # 2: Teacher teams will meet with Instructional Coaches to review/provide the tools and resources for the courses that will immediately focus on high yield instructional strategies. **Strategy's Expected Result/Impact:** Overall raw EOC scores will improve by 4 more questions correct in comparison to student scores from 2023 spring administration. **Staff Responsible for Monitoring:** Department heads, teachers, administrators, instructional coaches	**Formative**		
	Nov	**Feb**	**June**
	45%	50%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional development sessions throughout the year during Workshop Wednesday led by instructional coaches and by teachers will refresh and focus on high yield instructional strategies to increase student academic discourse and engagement. **Strategy's Expected Result/Impact:** 95% of students will demonstrate growth on classroom summative assessments by May 2024. **Staff Responsible for Monitoring:** Instructional Leadership Team, Instructional Coaches, Administrators	**Formative**		
	Nov	**Feb**	**June**
	40%	60%	

Strategy 3 Details	Formative Reviews		
Strategy 3: PLC # 3 will discuss what they will do in the classroom instructionally to support students who did and did not master classroom objectives with the goal of designing Tier I interventions and extensions for students as a team. **Strategy's Expected Result/Impact:** PLC teams will design at least 2 common intervention and extension lesson plans per six weeks. Teams will consider at least one lesson plan that is confidence/capacity driven and/or contains a no risk evaluation. **Staff Responsible for Monitoring:** Teachers, Department heads, Administrators	**Formative**		
	Nov	**Feb**	**June**
	40%	60%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: On ELAR and Math 2024 STAAR/EOC tests, students will achieve 90% or above approaches; 70% or above meets; and 30% or above masters with Biology gaining in Masters to 19% and US History gaining in Masters to 16%.

Performance Objective 2: Continue to develop high-yield instructional strategies during the PLC time that will be utilized during Tier 1 instruction.

    Evaluation Data Sources: Assessments, lesson plans, rubrics, PLC minutes

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: EOC teams will have one full-day PLC planning day per semester to dig into progress monitoring assessment and classroom assessment data. This time will be used to increase and infuse high yield instructional strategies into classroom instruction.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Teams will create instructional plans for the next instructional unit which responds to the data analyzed as evidenced by lesson plans and completed data protocol documents
    Staff Responsible for Monitoring: Teachers, Administrators, Department Heads, Instructional Coaches
 	
    Funding Sources: Planning Time - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $12,325
	40%	60%	

Strategy 2 Details	Formative Reviews		
Strategy 2: At weekly planning meetings, core teacher teams will use data and planning protocols demonstrating specific teaching strategies introduced by the instructional coaches.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teams will become proficient using the specific teaching strategies introduced by the instructional coaches to guide instructional conversations as evidenced in their data protocol documents. **Staff Responsible for Monitoring:** Teachers, department heads, administrators, instructional coaches	40%	60%	

Strategy 3 Details	Formative Reviews		
Strategy 3: At the beginning of the school year all teachers will participate in PLC training and will make plans as teacher teams to begin implementation in their PLC planning time.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: All teachers will align summative assessments with plans for units of instruction. Teachers will develop enrichment activities for Tier 1 instruction.	40%	60%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: On ELAR and Math 2024 STAAR/EOC tests, students will achieve 90% or above approaches; 70% or above meets; and 30% or above masters with Biology gaining in Masters to 19% and US History gaining in Masters to 16%.

Performance Objective 3: PLCs plan and implement remediation and extension based on formative and summative assessment data.

Evaluation Data Sources: Assessments, lesson plans, rubrics, PLC minutes, tutorial logs, MAP growth assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize classroom data to identify students in need of remediation which will be integrated into before/after school and on Saturday tutorials.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: The overall student success rate (as determined by semester average) in a course by semester will increase by 10% over 2022-2023 success rates. **Staff Responsible for Monitoring:** Teachers, administrators	35%	45%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will identify high achieving students, based on PSAT data, and provide targeted tutorials during Summer Test Prep, Saturdays throughout the year, and activities in the classroom for these students to support high levels of achievement.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will utilize the student list to design at least 1 extension activity per unit as documented in lesson plans. **Staff Responsible for Monitoring:** Administrators, designated English and math teachers, Instructional Coaches, College and Career Facilitator **Funding Sources:** College and Career Facilitator - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $27,067.95	20%	40%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use PLC to plan quality Tier I instruction utilizing high yield instructional strategies.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Assessments, lesson plans, rubrics, PLC minutes, tutorial logs, MAP growth assessments **Staff Responsible for Monitoring:** Teachers, administrators	25%	50%	

| 0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: CFHS will meet 100% of closing the gaps indicators on the TAPR report.

Performance Objective 1: Utilize student data tracking in PLCs to identify sub-population needs and design targeted Tier I interventions.

    Evaluation Data Sources: MTSS data, classroom assessments, EOC data, and grade data

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Special Education master list teachers will use PLC protocols at weekly department meetings to track student progress on IEP goals and classroom progress toward mastery of objectives.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Special Education will demonstrate mastery of course objectives with a goal of 70% as measured by grades.
    Staff Responsible for Monitoring: Master list teachers and Special Education administrators
 	
    Additional Targeted Support Strategy
	10%	15%	

Strategy 2 Details	Formative Reviews		
Strategy 2: CFHS Special Education students will be provided with additional support in the small group setting, which will focus on reinforcing daily classroom instruction (specifically in EOC tested subjects), organization, remediation of TEKS each student failed to master based on classroom grades and progress monitoring assessment data, and homework assistance.	**Formative**		
	Nov	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coordinator	10%	20%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Content teachers will be available to students supported in special programs three times per week to provide additional content-specific support to students. If needed (based on data), these teachers will offer targeted tutorials to SPED students throughout the school year to support content acquisition.	**Formative**		
	Nov	**Feb**	**June**
	10%	50%	

Strategy 4 Details	Formative Reviews

	Formative

Strategy 4: ESL teacher will attend coaching training and will utilize the ELDA course to promote pronunciation, grammar, sentence structures, and EL development during the ESL facilitation periods to provide support in the classroom in implementing ESL accommodations.

	Nov	Feb	June

    Strategy's Expected Result/Impact: EB proficient scores will increase by 8% on all spring 2024 EOC tests. when compared with spring 2023 results.

    Staff Responsible for Monitoring: LPAC committee members, ESL Facilitator (Michael Ramos)

    Funding Sources: Staff - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $50,231.95

Nov: 10%   Feb: 50%

Strategy 5 Details	Formative Reviews

	Formative

Strategy 5: EB students identified through poor performance on the EOCs and low reading scores on TELPAS will attend tutorials to receive additional support from the ESL staff and peer tutoring with National Honor Society students.

	Nov	Feb	June

    Strategy's Expected Result/Impact: Beginner, intermediate, and EOC retesting EB students will attend at least one tutoring session per week as measured using tutorial logs.

    Staff Responsible for Monitoring: LPAC committee members

Feb: 40%

Strategy 6 Details	Formative Reviews

	Formative

Strategy 6: At-risk students with no access to a computer at home will be provided with technology to check out for the school year to facilitate their ability to complete coursework and extension/study activities at home, with administrative approval.

	Nov	Feb	June

    Strategy's Expected Result/Impact: Students receiving technology will access Canvas from home at least 12 times per six weeks.

    Staff Responsible for Monitoring: Administration, librarian

Feb: 20%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: CFHS will meet 100% of closing the gaps indicators on the TAPR report.

Performance Objective 2: Utilize the MTSS team to identify students in need of Tier II and III intervention and support.

    Evaluation Data Sources: Discipline data, MTSS data, classroom assessments, PMA data, EOC data, and grade data

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: MTSS will be utilized to document interventions and track progress of students and student groups.	**Formative**		
Strategy's Expected Result/Impact: Students in need of tutoring will be identified every six weeks and Tier I, II, and III classroom supports will be implemented and monitored with fidelity as measured by grades, retest status, and/or tutoring logs. **Staff Responsible for Monitoring:** MTSS team	**Nov**	**Feb**	**June**
		30%	

Strategy 2 Details	Formative Reviews		
Strategy 2: The core team and counselors will identify students in need of behavioral MTSS and recommend these students for counseling groups run by counselors. Additionally, the ISS teacher will support behavioral needs with restorative discipline practices.	**Formative**		
Strategy's Expected Result/Impact: Students identified for counseling groups will attend groups 70% or more of the time groups are held as tracked by sign-in sheets. **Staff Responsible for Monitoring:** Counselors and associate principal and ISS teacher **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** ISS Teacher - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $94,361.65	**Nov**	**Feb**	**June**
	10%	40%	

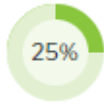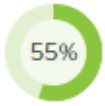| Strategy 3 Details	Formative Reviews		
Strategy 3: Junior and senior students that need to retest in EOCs will enter into Tier III MTSS and will be scheduled into an English 4 and/or an AQR course with a College Bridge component. These students will receive intensive English and math instruction prior to the December EOC administration and again in the spring semester before the Spring administration, if needed.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: By May of their graduating year, 90% of students in the College Bridge improvement classes will meet graduation requirements for English and math EOCs by passing the EOC or meeting graduation requirements with an alternative testing such as TSIA or SB149 projects. **Staff Responsible for Monitoring:** Counselors, English Teachers, Administrator over English, Lead Algebra 1 Teacher, AQR Teacher, and Administrator over math.	25%	50%	

Strategy 4 Details	Formative Reviews

Strategy 4 Details	Formative Reviews		
Strategy 4: Senior students who were not successful in passing as a re-tester in EOCs after the spring EOC administration, students will begin TSIA and SB149 project preparation.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: By graduation, 100% of students will meet graduation requirements of passing EOC or passing alternative testing with SB149 projects and will pass TSIA. **Staff Responsible for Monitoring:** Counselors, Registrar, Core Teachers, Credit Restoration Teacher (Remediation), Administration		45%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: CFHS will meet 100% of closing the gaps indicators on the TAPR report.

Performance Objective 3: Develop a targeted tutoring system for students in EOC courses including targeted tutorials for students served in the special education, at-risk, and EB programs.

    Evaluation Data Sources: LPAC reports, SPED logs, EOC data, classroom assessment data, grading data, tutorial logs

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: At least 4 after school and/or Saturday tutorials will be developed for at-risk students specifically targeting EOC test subject matter.
    Strategy's Expected Result/Impact: 90% of students attending this targeted tutorial will make at least 4 questions worth of growth on their EOC from the previous year scores.
    Staff Responsible for Monitoring: EOC teams
	Formative		

	Nov	Feb	June
		50%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Targeted tutorials will be assigned after school in the Fall for students needing more intensive EOC tutoring and preparation (in the Fall this will be re-testers and in the spring this will be retesters plus students identified using benchmark data.)
    Strategy's Expected Result/Impact: Overall raw EOC scores will improve by 4 more questions correct in comparison student scores from the spring 2022 administration.
    Staff Responsible for Monitoring: Department heads, administration
 	
    Funding Sources: Materials/Programs for Tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $6,163
	Formative		

	Nov	Feb	June
	25%	55%	

Strategy 3 Details	Formative Reviews		

Strategy 3: Targeted tutorials will be assigned on Saturdays in the Spring for students needing more intensive EOC tutoring and preparation (in the Fall this will be retesters and in the spring this will be retesters plus students identified using benchmark data.)
    Strategy's Expected Result/Impact: Overall raw EOC scores will improve by 4 more questions correct in comparison student scores from the spring 2022 administration.
    Staff Responsible for Monitoring: Department Heads and Administration
 	
    Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $6,163
	Formative		

	Nov	Feb	June
		50%	

Strategy 4 Details	Formative Reviews		

Strategy 4: Offer Tier II and/or Tier III Instruction for students during Charger Advisory for 1416 students. Students will be identified for tutorials using benchmark data.
    Strategy's Expected Result/Impact: Students will pass EOCs.
    Staff Responsible for Monitoring: Academic Leadership Team (Administrators, Department Chairs, Instructional Coaches), Counselors
	Formative		

	Nov	**Feb**	**June**
		50%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: CFHS will meet 100% of closing the gaps indicators on the TAPR report.

Performance Objective 4: Teacher trainings during staff development/workshop Wednesday's will be focused on Tier I and Tier II intervention and supports.

    Evaluation Data Sources: Discipline data, MTSS data, classroom assessments, PMA data, EOC data, and grade data

    Summative Evaluation: Significant progress made toward meeting Objective
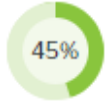
Goal 3: 90% of seniors will commit to and earn at least one College, Career, Military Readiness (CCMR) indicator by graduating class of 2025 with a short-term goal of 80% of the class of 2024. See Addendum for reference.

Performance Objective 1: Establish and continue Academic Leadership Team for Advanced Academics and CTE teams to increase collaboration and professional development for these areas. The Academic Leadership Team consists of Administrators, Department Chairs and Instructional Coaches.

HB3 Goal

Evaluation Data Sources: AP classroom data, AP test scores, lesson plans, meeting minutes, Industry Certification scores, PD attendance logs

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Launch social media and marketing to educate parents and students about advanced academics and availability of CTE/AP/DC or other offering to promote collaboration and design student supports for passing Industry Certifications and passing AP exams.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 90% of students enrolled in a course with an industry certification will take the certification exam or the AP exam. **Staff Responsible for Monitoring:** Administrators, Department Chairs, CTE, AP, and DC teachers, Instructional Coaches	25%	30%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Launch a Canvas page for all students, parents and staff to exist as an information hub for stakeholders.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Growth/increase of knowledge and enrollment of CTE, AP and DC Programs **Staff Responsible for Monitoring:** Administrators, Department Chairs, CTE, AP and DC teachers, and Instructional Coaches		40%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Academic Leadership Team, Counselors and/or CCR will host at least one student and parent outreach event per semester to promote parent understanding of the benefits of CTE, AP and Dual programs as well as open a dialogue with parents on GPA, the credits system, and college admissions. A special session for EB parents with district staff to provide translation will be incorporated into the events. One of the events will be conducted by Zoom to increase parent participation.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Parents will attend at least one parent engagement event with the Academic Leadership Team, Counselors and/or CCR as evidenced by sign-in sheets. **Staff Responsible for Monitoring:** Academic Leadership Team (Administrators, Department Chairs, and Instructional Coaches), Counselors and/or CCR		45%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
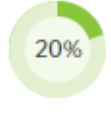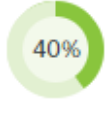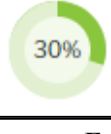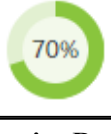
Goal 3: 90% of seniors will commit to and earn at least one College, Career, Military Readiness (CCMR) indicator by graduating class of 2025 with a short-term goal of 80% of the class of 2024. See Addendum for reference.
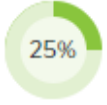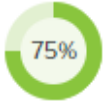
Performance Objective 2: College and Career Facilitator creates personalized experiences for students to explore their college/career interests with engagement with all four grade level students.

HB3 Goal

Evaluation Data Sources: Schoolinks data, college engagement opportunity logs and sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Fulshear HS will host an ASVAB specialist, who will meet with 10th, 11th, and 12th-grade students to discuss the ASVAB test and provide an opportunity for students to sign up to take the test. A follow-up post-ASVAB teaching students to read their scores and conduct career investigations will be provided to students.
 	
    Strategy's Expected Result/Impact: 95% of students who sign up to take the ASVAB will sit for the exam, will access their scores online and review their career aptitude information.
    Staff Responsible for Monitoring: CCF, Associate principals
	Formative		

	Nov	Feb	June
	20%	40%	

Strategy 2 Details	Formative Reviews		

Strategy 2: The college and career facilitator (CCF) will offer individual meetings for all students/parents in 11th and 12th grade throughout the year to discuss and prepare a post-secondary plan of action.
 	
    Strategy's Expected Result/Impact: 80% of senior students will attend a 1:1 meeting with the CCF by October/December.
    80% of junior students will attend a 1:1 meeting with the CCF by January/February.
    Staff Responsible for Monitoring: CCF, Associate Principals
	Formative		

	Nov	Feb	June
	30%	70%	

Strategy 3 Details	Formative Reviews		

Strategy 3: The College and Career Facilitator will meet with 9th and 10th grade students in small groups, whole class, or assembly formats to introduce important college and career topics such as GPA, the credits system, industry certification opportunities, Schoolinks resources, logging service hours, and scholarship opportunities.
 	
    Strategy's Expected Result/Impact: All Fulshear students will access Schoolinks beginning their 9th grade year.
    High School counselors will collaborate with Junior High Counselors to encourage students to access Schoolinks during the second semester of their 8th grade year.
    Staff Responsible for Monitoring: CCF, Associate Principals
	Formative		

	Nov	Feb	June
	20%	60%	

Strategy 4 Details	Formative Reviews		
Strategy 4: The College and Career Facilitator will host the Junior Jumpstart Summer Program at least four times in the summer for rising seniors. The program will include the review of the college application process, the college essay process, using SchoolLinks for the resume process, requesting letters of recommendations process, and application profiles (College Greenlight, Apply Texas, and CommonApp).	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students entering 12th grade will be familiar with the college application process and will have been introduced to the person on the campus who may be of assistance in the college application process during their senior year. **Staff Responsible for Monitoring:** College Career Facilitator, Counselors, Associate Principals		25%	

Strategy 5 Details	Formative Reviews		
Strategy 5: The College and Career Facilitator will organize field trips (F2F and virtual) for students in special populations (such as EBs and SPED) to attend college campus visits during which we will focus on supports students may receive in college campuses and building connections with college admissions specialists.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: 100% of junior and senior students served in the ESL and Special education programs will by offered the opportunity to attend at least one college visit. **Staff Responsible for Monitoring:** CCF, Associate Principals, Special Education Department Head, ESL Teacher	70%	75%	

Strategy 6 Details	Formative Reviews		
Strategy 6: The College and Career Facilitator, in collaboration with the Academic Leadership Team, will continue a "Fulshear Scholars Ambassadors" program to build leadership skills in a small group of first-time AP and Dual Credit students. This group will advocate for student participation in Dual and AP classes as well as will organize student study groups for advanced academics classes.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: The Fulshear Scholars Ambassadors program will have at least 20 active members participating in two or more group events per semester. **Staff Responsible for Monitoring:** CCF, Associate Principals, Academic Leadership Team		60%	

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 3: 90% of seniors will commit to and earn at least one College, Career, Military Readiness (CCMR) indicator by graduating class of 2025 with a short-term goal of 80% of the class of 2024. See Addendum for reference.

Performance Objective 3: By providing direct, targeted instruction using embedded higher-order thinking skills which mimic question types and format on the SAT, AP, Dual, industry certifications, and TSIA, we will increase scores from the 2023 administration by 10 percentage points to reflect on the 2024 test administration.

HB3 Goal

Evaluation Data Sources: AP scores, PSAT and SAT data, dual credit completion rates, industry certification rates, TSIA scores

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The Instructional Leadership Team members will collaborate and develop questions and strategies to implement in the classroom for warmups, lessons, and assessments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will include at least one higher-order thinking strategy per lesson plan. **Staff Responsible for Monitoring:** Department Chairs, Associate principals, Department Chairs, Assistant Principals, Instructional Coaches		40%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and PLC teams will include at least one strategy to promote higher-order thinking per unit lesson plan.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Each unit lesson delivered will utilize at least one strategy to promote higher-order thinking as evidenced by instructional walks and classroom observation. **Staff Responsible for Monitoring:** Instructional Leadership Team	25%	60%	

Strategy 3 Details	Formative Reviews		
Strategy 3: The College & Career Facilitator will provide study opportunities and organize tutorials for students preparing to take the TSIA 2.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 60% of TSIA test-taking students will pass TSIA on their first or second administration **Staff Responsible for Monitoring:** Testing coordinator, CCF, Associate Principals	55%	70%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers of Geometry, Algebra 2, AQR, MMA, Precalculus, English III, and English IV will incorporate instructional strategies to prepare students for the TSIA and SAT during instructional time.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase College Readiness as measured by 2024 March SAT by 15% from March administration 2023 and 60% of TSIA test-taking students will pass TSIA on their first or second administration **Staff Responsible for Monitoring:** Administration, English and Math Department Chairs, Instructional Coaches	60%	70%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: 90% of seniors will commit to and earn at least one College, Career, Military Readiness (CCMR) indicator by graduating class of 2025 with a short-term goal of 80% of the class of 2024. See Addendum for reference.

Performance Objective 4: CCMR data tracker will be developed, implemented, and utilized.

    Evaluation Data Sources: AP scores, SAT data, dual credit completion rates, industry certification rates, TSIA score

    Summative Evaluation: Significant progress made toward meeting Objective

State Compensatory

Budget for Fulshear High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.3
Brief Description of SCE Services and/or Programs

Personnel for Fulshear High School

Name	Position	FTE
Christopher Morse	ISS Teacher	1
Mary Saville	College and Career Facilitator	0.3
Ramos, Michael	ESL Teacher	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Brian Forshee	Principal
Administrator	Kassandra McCann	Assistant Principal
Other School Leaders	Ann Cantu	Instructional Coach
Classroom Teacher	Micheal Ramos	Teacher
Classroom Teacher	Joe Laczkowski	Teacher
Parent	Ashley Vasquez	Parent
Other School Leaders	Jessica Mozisek	Instructional Coach
Classroom Teacher	Sapora Bradley	Teacher
Parent	Sarah Krum	Parent
District-level Professional	Marva O'Neal	Director of Federal Programs
Administrator	Trey Watkins	Associate Principal
Non-classroom Professional	Michelle Hernandez	Non Classroom Professional
Non-classroom Professional	Erin Hecox	Non Classroom Professional
Parent	Satta Testamark	Parent
Parent	Devon Schmitt	Parent
Community Representative	Kristin Pedesclaux	Community Representative
Community Representative	LaKhaun McKinley	Community Representative
Business Representative	Brooke Beibrle	Business Representative
Business Representative	Joshua Collom	Business Representative

Campus Funding Summary

			199 PIC 24 State Compensatory Ed (SCE) Accelerated		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Planning Time		$12,325.00
1	3	2	College and Career Facilitator		$27,067.95
2	1	4	Staff		$50,231.95
2	2	2	ISS Teacher		$94,361.65
2	3	2	Materials/Programs for Tutorials		$6,163.00
2	3	3			$6,163.00
				Sub-Total	$196,312.55
				Budgeted Fund Source Amount	$196,312.55
				+/- Difference	$0.00
				Grand Total Budgeted	$196,312.55
				Grand Total Spent	$196,312.55
				+/- Difference	$0.00

Addendums

2023 PRELIMINARY RESULTS - ALGEBRA I

2023					
CAMPUS	TESTED	APP	MEETS	MASTERS	APP
B F TERRY H S	351	65%	19%	3%	70%
BRISCOE J H	195	99%	92%	66%	100%
DEAN LEAMAN J H SCHOOL	261	100%	98%	82%	100%
DR THOMAS E RANDLE H S	407	76%	37%	14%	78%
FOSTER H S	454	89%	65%	33%	90%
FULSHEAR H S	521	85%	60%	31%	86%
GEORGE J H	59	97%	71%	25%	100%
GEORGE RANCH H S	406	90%	58%	23%	94%
HARRY WRIGHT J H	109	100%	95%	70%	99%
LAMAR CONS H S	377	70%	24%	7%	71%
LAMAR J H	79	100%	94%	63%	100%
READING J H	149	100%	100%	97%	100%
TOTAL	3387	85%	58%	33%	85%

ESTIMATED BIOLOGY PERFORMANCE SPRING 2023

2023					
CAMPUS	TESTED	APP	MEETS	MASTERS	APP
B F TERRY H S	442	85%	46%	14%	80%
DR THOMAS E RANDLE H S	512	90%	55%	19%	83%
FOSTER H S	676	96%	83%	41%	94%
FULSHEAR H S	761	95%	75%	37%	96%
GEORGE RANCH H S	574	96%	83%	46%	97%
LAMAR CONS H S	470	86%	54%	22%	83%
TOTAL	3435	92%	68%	32%	89%

ESTIMATED US HISTORY PERFORMANCE SPRING 2023

2023					
CAMPUS	TESTED	APP	MEETS	MASTERS	APP
B F TERRY H S	373	93%	64%	29%	88%
DR THOMAS E RANDLE H S	423	95%	75%	42%	100%
FOSTER H S	557	98%	85%	55%	95%
FULSHEAR H S	721	98%	83%	49%	96%
GEORGE RANCH H S	588	99%	92%	69%	96%
LAMAR CONS H S	394	95%	74%	43%	89%
TOTAL	3056	97%	81%	50%	93%

ESTIMATED 2023 ENGLISH I RESULTS

2023					
CAMPUS	TESTED	APP	MEETS	MASTERS	APP
B F TERRY H S	477	68%	45%	6%	61%
DR THOMAS E RANDLE H S	518	77%	60%	15%	73%
FOSTER H S	696	88%	78%	31%	85%

FULSHEAR H S	725	86%	71%	20%	83%
GEORGE RANCH H S	598	88%	79%	37%	86%
LAMAR CONS H S	542	69%	52%	11%	63%
TOTAL	**3556**	**80%**	**66%**	**21%**	**75%**

ESTIMATED 2023 ENGLISH II RESULTS

2023					
CAMPUS	TESTED	APP	MEETS	MASTERS	APP
B F TERRY H S	466	75%	50%	4%	63%
DR THOMAS E RANDLE H S	440	79%	60%	7%	84%
FOSTER H S	651	88%	79%	24%	87%
FULSHEAR H S	755	87%	74%	16%	85%
GEORGE RANCH H S	636	90%	80%	20%	90%
LAMAR CONS H S	520	71%	55%	8%	69%
TOTAL	**3468**	**83%**	**68%**	**14%**	**79%**

2022		POSS DIFF		
MEETS	MASTERS	APP	MEETS	MASTERS
31%	12%	-5%	-12%	-9%
99%	91%	-1%	-7%	-25%
99%	91%	0%	-1%	-9%
37%	15%	-2%	0%	-1%
72%	53%	-1%	-7%	-20%
57%	37%	-1%	3%	-6%
91%	81%	-3%	-20%	-56%
68%	48%	-4%	-10%	-25%
89%	75%	1%	6%	-5%
24%	10%	-1%	0%	-3%
98%	82%	0%	-4%	-19%
100%	99%	0%	0%	-2%
59%	**43%**	0%	-1%	-10%

2022		POSS DIFF		
MEETS	MASTERS	APP	MEETS	MASTERS
46%	14%	5%	0%	0%
55%	17%	7%	0%	2%
81%	48%	2%	2%	-7%
83%	46%	-1%	-8%	-9%
85%	55%	-1%	-2%	-9%
56%	23%	3%	-2%	-1%
69%	**35%**	3%	-1%	-3%

2022		POSS DIFF		
MEETS	MASTERS	APP	MEETS	MASTERS
62%	36%	5%	2%	-7%
95%	64%	-5%	-20%	-22%
85%	62%	3%	0%	-7%
85%	63%	2%	-2%	-14%
84%	64%	3%	8%	5%
70%	45%	6%	4%	-2%
76%	**53%**	4%	5%	-3%

2022		POSS DIFF		
MEETS	MASTERS	APP	MEETS	MASTERS
40%	4%	7%	5%	2%
52%	10%	4%	8%	5%
77%	37%	3%	1%	-6%

			POSS DIFF	
70%	22%	3%	1%	-2%
76%	33%	2%	3%	4%
46%	8%	6%	6%	3%
61%	**20%**	**5%**	**5%**	**1%**

2022		POSS DIFF		
MEETS	MASTERS	APP	MEETS	MASTERS
41%	4%	12%	9%	0%
70%	9%	-5%	-10%	-2%
79%	24%	1%	0%	0%
71%	17%	2%	3%	-1%
78%	21%	0%	2%	-1%
52%	7%	2%	3%	1%
65%	**14%**	**4%**	**3%**	**0%**