

# Lamar Consolidated Independent School District

## Randle High School

### 2023-2024 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Social Studies



**Board Approval Date:** October 17, 2023

**Public Presentation Date:** September 12, 2023

## **Mission Statement**

At Dr. Thomas E. Randle High School, we are dedicated to creating a tradition of excellence in all that we do, while providing a relevant and high-quality education.

## **Vision**

Dr. Thomas E. Randle High School will empower students to acquire, demonstrate, articulate, and value the knowledge and skills that will support them, as life-long learners while contributing to a global society.

## **Value Statement**

***---Building a Legacy of Lions to Leaders---***

**"Where Excellence is the Standard"**

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# Comprehensive Needs Assessment

Revised/Approved: June 21, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

During our first meeting, which was held on Wednesday, June 7, 2023, at 4:30 p.m. via Microsoft Teams, the site-based decision-making committee, reviewed the Title I process and the development of the Comprehensive Needs Assessment. The elements to continue our classification as a Title I campus were discussed. The purpose of the meeting included the process for identifying our campus needs and the methods for analyzing data, as well as understanding our campus mission and vision and its alignment with our school district's strategic plan and goals. We also shared stakeholders' perspectives of what went well and what everyone was most looking forward to in the coming school year from their various roles.

During our second meeting, which was held on Wednesday, June 14, 2023, at 4:30 p.m. via Microsoft Teams, we reviewed several pieces of data that would assist the committee, including the LCISD strategic plan; 2022-23 campus improvement plan and goals; 2022-23 NWEA MAP data (BOY and MOY); Jan./Feb. 2023 STAAR EOC benchmark data; Oct. 2022 PSAT scores; Mar./Apr. 2023 SAT scores; Apr./May 2023 EOC scores, including rates of progress by subpopulation groups; advanced academics enrollment and achievement data; student attendance and discipline records; student, parents, and staff campus climate survey results, including the BOY and EOY social-emotional wellness screener; campus PBIS information; and campus budget expenditures data. We identified strengths and weaknesses in each area. The committee then decided on 3 goals to focus on for the 2023-24 school year. After this comprehensive, data review, the SBDMC decided upon a goal to address the following areas: English student achievement, math student achievement, and support. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

During our third and final meeting, which was held on June 21, 2023, at 8:00 a.m. in-person at Reading Junior High School, we completed final revisions to performance objectives and strategies formulated from the 3 goals of the campus improvement plan's draft. All SBDMC members were in consensus on the developed plan and excited to move forward with implementation and semi-yearly evaluation.

In summation, committee members met and reviewed the data listed above to identify areas of strengths and problems for the Campus Needs Assessment, as well as hone in on specific goals, strategies, and activities for campus improvement on the following dates: June 7, 2023; June 14, 2023; and June 21, 2023. The upcoming SBDMC meeting dates for the 2023-24 school year are as follows: January 24, 2024, and May 29, 2024.

## **2.1 Campus Improvement Plan (CIP) developed with appropriate stakeholders**

Our SBDMC includes teachers, parents, community members, and administrative personnel. In addition, we are certain to include members of our staff that are serving in the role of paraprofessionals and also campus representatives to speak on behalf of our special education and emergent bilingual students.

## **2.2 Regular monitoring and revision**

To remain current and relevant, the CIP will be evaluated, and revised as necessary, throughout the 2023-24 school year during the following months: November, February, and June.

## **2.3 Available to parents and community in an understandable format and language**

In order to assist parents in being informed, the campus will provide the following documents in English and Spanish for families: Campus Improvement Plan, Title 1 Compact, and the Parent and Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: the campus website, the school's front office, parent engagement activities, and in the State and Federal Programs Office at the school district's administration building.

## 2.4 Opportunities for all children to meet state standards

The following CIP strategies address this element:

Goal #	Performance Objective #	Strategy #	Description
1	1	1	<p><b>Goal 1:</b> By May 2024, TRHS students will increase student performance by 7% (81-88) in approaches, by 6% (64-70) in meets, and by 8% (17-25) in masters from 2023 English 1 EOC scores and by 7% (83-90) in approaches, by 5% (65-70) in meets, and by 8% (7-15) in masters from 2023 English 2 EOC scores, as evidenced by the 2024 English 1 and 2 EOC results.</p> <p>TRHS will provide professional development to all campus staff to support a multi-tiered system of support for incoming 9th and continuing 10th, 11th, and 12th grade students to include Fundamental Five strategies, essential standards instruction, classroom discourse, open-ended questioning, feedback opportunities, explicit vocabulary instruction, and critical writing junctures.</p>
1	2	1	<p>TRHS will provide professional development to all campus staff to support a multi-tiered system of support to include Fundamental Five strategies, essential standards instruction, IEP accommodations and goals progress monitoring, ARD process (including the difference in participation of a brief, progress, and review ARD meetings to revise students' specialized instructional needs for optimal student progress), differentiated instructional strategies for students serviced in the resource/applied classroom, co-teaching models with purposeful checks for understanding, and classroom implementation opportunities for ensuring processing and wait time with open-ended questioning, student discourse, and critical writing assignments.</p>
2	1	1	<p><b>Goal 2:</b> By May 2024, TRHS students will increase student performance by 6% (84-90) in approaches, by 9% (51-60) in meets, and by 8% (27-35) in masters, as evidenced by the 2024 Algebra 1 EOC results.</p> <p>TRHS will provide professional development to all campus staff to support a multi-tiered system of support to include Fundamental Five strategies, essential standards instruction, classroom discourse, open-ended questioning, feedback opportunities, explicit vocabulary instruction, and critical constructive short answer responses.</p>
2	2	1	<p>TRHS will provide professional development to all campus staff to support a multi-tiered system of support to include Fundamental Five strategies, essential standards instruction, IEP accommodations and goals progress monitoring, ARD process (including the difference in participation of a brief, progress, and review ARD meetings to revise students' specialized instructional needs for optimal student progress), differentiated instructional strategies for students serviced in the resource/applied classroom, co-teaching models with purposeful checks for understanding, and classroom implementation opportunities for ensuring processing and wait time with open-ended questioning, student discourse, and critical constructive short answer responses.</p>

## 2.5 Increased learning time and well-rounded education

The following CIP strategies address this element:

Goal #	Performance Objective #	Strategy #	Description
3	1	1	<p><b>Goal 3:</b> By May 2024, TRHS students will increase student support by 15% (51-66) in personal experience response statements and 18% (72-90) in school experience response statements as both individuals and learners, as evidenced by the 2024 campus climate survey results, where students indicate they can find help for both personal and school problems, respectively.</p> <p>TRHS will highly encourage and promote student participation in UIL or any school-sponsored organization, such as a student club, to improve student connection with the school, as evidenced by school sponsor (activity) rosters, after submission of activity roster for Skyward entry, reaching at least 80% of the student population.</p>
3	2	2	A campus PBIS (Positive Behavioral Interventions and Supports) program will be implemented on the campus, P.R.I.D.E.

## 2.6 Addresses needs of all students, particularly at-risk

The following CIP strategies address this element:

Goal #	Performance Objective #	Strategy #	Description
1	1	4	<p><b>Goal 1:</b> By May 2024, TRHS students will increase student performance by 7% (81-88) in approaches, by 6% (64-70) in meets, and by 8% (17-25) in masters from 2023 English 1 EOC scores and by 7% (83-90) in approaches, by 5% (65-70) in meets, and by 8% (7-15) in masters from 2023 English 2 EOC scores, as evidenced by the 2024 English 1 and 2 EOC results.</p> <p>TRHS will employ a multi-tiered system of support (MTSS) process to provide quality Tier 2 and Tier 3 essential standards academic support to all students, including at-risk, special education, and emergent bilingual students. TRHS will deliver accelerated instruction weekly every Monday through Thursday afternoon throughout the school year, in alignment and compliance with House Bill (HB) 4545. TRHS students were pre-identified and enrolled in daily, strategically master-scheduled English, math, science, and social studies P.R.I.D.E.+ , zero-period classes, if they were unsuccessful on a STAAR or EOC assessment in the prior, 2022-23 school year.</p>
2	1	4	<p><b>Goal 2:</b> By May 2024, TRHS students will increase student performance by 6% (84-90) in approaches, by 9% (51-60) in meets, and by 8% (27-35) in masters, as evidenced by the 2024 Algebra 1 EOC results.</p> <p>TRHS will employ a multi-tiered system of support (MTSS) process to provide quality Tier 2 and Tier 3 essential standards academic support to all students, including at-risk, special education, and emergent bilingual students. TRHS will deliver accelerated instruction weekly every Monday through Thursday afternoon throughout the school year, in alignment and compliance with House Bill (HB) 4545. TRHS students were pre-identified and enrolled in daily, strategically master-scheduled English, math, science, and social studies P.R.I.D.E.+ , zero-period classes, if they were unsuccessful on a STAAR or EOC assessment in the prior, 2022-23 school year.</p>



### **3.1 Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring semesters. The Parent and Family Engagement Policy will be distributed at our fall semester Open House and each Parent and Family Engagement Activity offered at our school. The policy will be available in English and Spanish, and it will be located on our campus website, in the front office, and the State and Federal Programs Office at the school district administration building.

### **3.2 Offer a flexible number of parent involvement meetings**

Randle HS will offer a flexible number of meetings in the morning and evening to maximize parent involvement and work together as thought partners to exchange ideas about student learning and school improvement. The chats are a two-way dialogue whereby families and the principal listen, learn, solve problems, and share information with each other. The proposed meeting dates are monthly on Monday evenings, followed by a Tuesday morning, online option via Zoom. Meetings will consist of campus happenings and celebrations, a short update on the campus improvement plan, any topics of interest, and contact information for individuals to answer any further questions or concerns. A short survey asking what questions parents have, which topics they would like to learn more about, and any additional thoughts/comments will be shared with the school community at least two weeks prior to each meeting date.

## **CNA Committee Members:**

John Montelongo - Principal

Dr. Marva O'Neal - District-Level Representative (Director of Federal Programs)

David Pollard - District-Level Representative (School Safety Coordinator)

Dr. Katrina Guillory - Other Campus Leader (Associate Principal)

LaTonya Chalmers - Other Campus Leader (Instructional Coordinator)

Tasha Kinney - Other Campus Leder (Instructional Coordinator)

Tracy Walton - Non-Classroom Professional (Librarian)

Willie Yarber - Non-Classroom Professional (College & Career Facilitator)

Audrea Smith - Non-Classroom Professional (10th Grade Counselor)

Roxanne Villafranco - Paraprofessional (Administrative Assistant to the Principal)

Candice Brantley - Teacher (English Department Chair)

Ashley Stokes - Teacher (Math Department Chair)

Michael Bolger - Teacher (Science Department Chair)

Clifton Self - Teacher (Social Studies Department Chair)

Samantha McManus - Teacher (Fine Arts Department Chair)

Travis Murnane - Teacher (Special Education Department Chair)

Diaundria Davis - Teacher (LOTE Department Chair)

Phillip Thielemann - Teacher (CTE Department Chair)

Tanesha Turner - Teacher (ESL/EB Teacher and Coach)

Raquel "Dee" McNeal - Other Campus Leader (Assistant Campus Athletic Coordinator)

Latisha Major - Paraprofessional (Administrative Assistant to the Associate Principal)

Lindsey Troutman - District Representative (Executive Director of Advanced Academics & Career Readiness)

Jac Norman - Parent

Leonard Garza - Parent

Marcus Lee - Community Representative

Milimo "Millie" Reed - Community Representative

# Demographics

## Demographics Summary

### School Profile

Dr. Thomas E. Randle High School is the **6<sup>th</sup>** high school in the fastest-growing school district in Texas, Lamar Consolidated Independent School District. We are geographically located about 25 miles southwest of Houston, TX. Randle High School opened its doors in Fall 2021 with only 9th and 10th grade students and currently will serve all four grade levels (9th-12th) in the 2023-24 school year, approximately **1,783** students (with projected growth this school year, according to PASA, of **1,903** ). The student and staff population directly represents the diverse and multicultural community within Fort Bend County. As a newer high school, blossoming into our 3rd school year and culminating our 2023-24 school year's end with our first graduating senior class, we continue to strive to involve all stakeholders in creating a tradition of excellence in all that we do while providing a relevant and high-quality education.

The 2023-24 school year's student population is **45.6%** Hispanic/Latino, **32.3%** Black/African American, **10.0%** White, **9.5%** Asian, **2.5%** Multi-Racial, and **0.1%** Native Hawaiian or Other Pacific Islander, with this total being comprised of **51.0%** male and **49.0%** female. The staff population was **41.1%** Black/African American, **32.1%** White, **19.3%** Hispanic/Latino, **5%** Asian, and **2.5%** Multi-Racial. With **93** teachers, **95%** of teachers are certified (2 positions are being filled by highly-qualified, long-term substitutes, who are on track to earn their Texas teacher certification within the first few weeks of school, and 2 positions will likely be served by guest instructors - English 3 and Geometry, if vacancies are unable to be filled by the start of school). With **23** paraprofessionals, **91.3%** are highly qualified (2 current positions are vacant and not filled - 1 of 2 attendance clerks and 1 of 2 administrative assistants to the assistant principal). Our instructional program is divided into **9** departments: (1) English, (2) Math, (3) Science, (4) Social Studies, (5) World Languages (formerly LOTE), (6) CTE, (7) Fine Arts/PVA, (8) P.E., and (9) Special Education.

The overall mobility rate is approximately **10.3%** with a dropout rate of **2.2%** (**8** students). The average daily attendance rate for students is **95.6%** (9th grade = 98.0%, 10th grade = 96.7%, 11th grade = 95.5%, and 12th grade = 92.3%), and the average daily attendance rate for staff is **88%**. In summary from the 2022-23 school year, **502** students acquired **2,115** disciplinary referrals. The offenses were committed by **19.5%** 11th grade, **33.6%** 10th grade, and **46.9%** 9th grade students, respectively.

Randle High School serves the following special/exceptional populations (each is a percentage of the total student enrollment): **52.5%** economically disadvantaged (students eligible for free- or reduced-priced breakfast and lunch meals, due to the low income of their household), **12.5%** special education students (students with an individualized education plan or IEP), **14.4%** emergent bilingual or EB students (students learning English as a second language), **46.4%** at-risk students (students meeting one of the 13 state criteria applicable for secondary students), **8.2%** students with a 504 plan (students who benefit from a plan of support, due to a physical or mental impairment), **3.9%** gifted and talented students (students who academically perform or show the potential to perform at a remarkably high level of accomplishment), and **17.3%**

students receiving academic and/or behavioral support through MTSS (multi-tiered system of support, which is a process of intervention for struggling students). The campus also has an enrollment of approximately **1.8%** of students from local residential treatment centers (RTCs) or emergency shelters.

### Demographics Strengths

- Randle High School is ethnically diverse, and its staff and student demographics are closely aligned and representative of each other and the school community it serves.
- Several LCISD graduates are current staff members.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The total number of discipline referrals does not represent the entire makeup of the student body and more represents repeat offenders. **Root Cause:** On a newer campus, students have been learning new processes and procedures, which may have differed from prior enrollment campuses. More time has been spent keeping students in class and maximizing their engagement with their teachers during instructional time.

**Problem Statement 2 (Prioritized):** Growth in students' special programming, including special education (12.5%), 504 (8.2%), multi-tiered systems of support (17.3%), and emergent bilingual (14.4%) students yearly requires adjustments and adaptations to curriculum design, instructional strategies, and social-emotional learning strategies for both students, teachers, and staff. **Root Cause:** There is increased student enrollment with a growing campus by grade level and expanded housing and apartment development in the school zone. In addition, more students have met and are meeting the qualifications for special programs, and referrals for struggling students continue to increase.

## Student Learning

### Student Learning Summary

The Spring 2023 STAAR EOC exam results are below, (see Addendum for the complete report with all data reviewed during CNA):

	<b>Spring 2023 STAAR EOC, English I</b>			
	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Randle High School</b>	<b>439</b>	<b>81.32%</b>	<b>64.01%</b>	<b>17.08%</b>
<b>Economic Disadvantage</b>	<b>194</b>	<b>71.13%</b>	<b>52.06%</b>	<b>8.25%</b>
American Indian/Alaskan Native	1	100%	100%	0%
Asian	41	85.37%	82.93%	39.02%
Black/African American	148	85.81%	63.51%	15.54%
Hispanic	189	75.13%	58.20%	12.17%
Native Hawaiian/Pacific Islander	2	100%	50%	0%
Two or More Races	11	81.82%	54.55%	9.09%
White	47	87.23%	74.47%	25.53%
<b>Currently Emergent Bilingual</b>	<b>77</b>	<b>58.44%</b>	<b>40.26%</b>	<b>7.79%</b>
First Year of Monitoring	9	100%	88.89%	11.11%
Second Year of Monitoring	1	100%	100%	100%
<b>Special Ed Indicator</b>	<b>41</b>	<b>46.34%</b>	<b>26.83%</b>	<b>2.44%</b>

	<b>Spring 2023 STAAR EOC, English II</b>			
	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Randle High School</b>	<b>369</b>	<b>82.93%</b>	<b>64.77%</b>	<b>7.05%</b>
<b>Economic Disadvantage</b>	<b>144</b>	<b>75%</b>	<b>54.17%</b>	<b>3.47%</b>
American Indian/Alaskan Native	-	-	-	-
Asian	28	82.14%	75%	21.43%
Black/African American	116	81.90%	66.38%	5.17%
Hispanic	177	81.92%	60.45%	5.08%
Native Hawaiian/Pacific Islander	-	-	-	-
Two or More Races	14	85.71%	50%	0%
White	34	91.18%	79.41%	14.71%
<b>Currently Emergent Bilingual</b>	<b>74</b>	<b>63.51%</b>	<b>32.43%</b>	<b>0%</b>
First Year of Monitoring	-	-	-	-
Second Year of Monitoring	1	100%	100%	0%
<b>Special Ed Indicator</b>	<b>43</b>	<b>55.81%</b>	<b>34.88%</b>	<b>2.33%</b>

	<b>Spring 2023 STAAR EOC, Algebra I</b>			
	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Randle High School</b>	<b>393</b>	<b>83.97%</b>	<b>50.89%</b>	<b>26.72%</b>
<b>Economic Disadvantage</b>	<b>191</b>	<b>79.58%</b>	<b>45.55%</b>	<b>20.94%</b>
American Indian/Alaskan Native	2	100%	100%	0%
Asian	30	93.33%	83.33%	66.67%
Black/African American	121	82.64%	50.41%	23.14%
Hispanic	185	81.62%	43.78%	21.08%
Native Hawaiian/Pacific Islander	2	50%	50%	0%
Two or More Races	12	83.33%	50%	25%
White	41	92.68%	58.54%	36.59%
<b>Currently Emergent Bilingual</b>	<b>73</b>	<b>69.86%</b>	<b>34.25%</b>	<b>10.96%</b>
First Year of Monitoring	9	100%	55.56%	33.33%
Second Year of Monitoring	-	-	-	-
<b>Special Ed Indicator</b>	<b>38</b>	<b>44.74%</b>	<b>10.53%</b>	<b>5.26%</b>

	<b>Spring 2023 STAAR EOC, Biology</b>			
	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Randle High School</b>	<b>430</b>	<b>92.33%</b>	<b>60.47%</b>	<b>21.63%</b>
<b>Economic Disadvantage</b>	<b>190</b>	<b>90%</b>	<b>49.47%</b>	<b>10.53%</b>
American Indian/Alaskan Native	1	100%	100%	0%
Asian	41	92.68%	78.05%	53.66%
Black/African American	144	92.36%	60.42%	20.83%
Hispanic	183	90.71%	53.01%	14.75%
Native Hawaiian/Pacific Islander	2	50%	50%	0%
Two or More Races	11	100%	45.45%	9.09%
White	48	97.92%	77.08%	27.08%
<b>Currently Emergent Bilingual</b>	<b>76</b>	<b>84.21%</b>	<b>28.95%</b>	<b>9.21%</b>
First Year of Monitoring	9	88.89%	66.67%	0%
Second Year of Monitoring	1	100%	100%	0%
<b>Special Ed Indicator</b>	<b>46</b>	<b>78.26%</b>	<b>19.57%</b>	<b>8.70%</b>



	<b>Spring 2023 STAAR EOC, US History</b>			
	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Randle High School</b>	<b>366</b>	<b>96.99%</b>	<b>76.78%</b>	<b>43.99%</b>
<b>Economic Disadvantage</b>	<b>140</b>	<b>95.71%</b>	<b>65%</b>	<b>31.43%</b>
American Indian/Alaskan Native	-	-	-	-
Asian	45	95.56%	84.44%	64.44%
Black/African American	108	97.22%	78.70%	41.67%
Hispanic	174	97.13%	71.84%	36.78%
Native Hawaiian/Pacific Islander	1	100%	100%	0%
Two or More Races	6	100%	50%	50%
White	32	96.88%	90.62%	62.50%
<b>Currently Emergent Bilingual</b>	<b>48</b>	<b>91.67%</b>	<b>58.33%</b>	<b>27.08%</b>
First Year of Monitoring	1	100%	100%	100%
Second Year of Monitoring	1	100%	100%	100%
<b>Special Ed Indicator</b>	<b>32</b>	<b>84.38%</b>	<b>31.25%</b>	<b>18.75%</b>

### Student Learning Strengths

Based on student data averages and preliminary comparisons, the current strengths are inferred:

- 97% of all students achieved Approaches in U.S. History, with 44% reaching Masters.
- Less than 10% difference between all students and those identified as economically disadvantaged achieved Approaches in All Subjects, which indicates closing the gaps.

- Over 20% of students achieved Masters in Algebra 1 and Biology.
- 65% of students achieved Meets in English I and II, indicating students are highly likely to succeed in the next grade level and demonstrate the ability to think critically with various text genres.

Information reviewed from STAAR and EOC data reinforces a gap in performance in Black/African American and Hispanic subpopulations. Due to the academic needs of students who were unsuccessful in the 2021-22 semester and year courses, as well as 8th grade STAAR and/or high school EOC exams, elective classes were created for students to recover credit in math and English courses, as well as engage in accelerated instruction during and after the school day to support students' missed literacy and mathematical skills.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a need to develop a multi-tiered system of support for English Language Arts and Mathematics for incoming 9th and continuing 10th, 11th, and 12th grade students. **Root Cause:** Students require a differentiated curriculum and intentional support consistently implemented to accelerate learning and close the gaps.

**Problem Statement 2 (Prioritized):** There is a gap in learning for special education students compared to the general education population. **Root Cause:** This can be attributed to a lack of differentiated instruction including co-teach modeling and progress monitoring of student success criteria.

**Problem Statement 3 (Prioritized):** Special education and emergent bilingual students achieve fewer Meets and Masters levels than overall students. **Root Cause:** This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.

# School Processes & Programs

## School Processes & Programs Summary

Randle High School is a professional learning community of highly-educated professionals, who continue their education through attendance and active participation in regular, professional development opportunities provided by the school district or the local, Region 4 education service center to enhance their teaching skills. Content area teams meet weekly to plan lessons, disaggregate assessment data, and determine best instructional practices collaboratively under the facilitation of administrators, the campus instructional coaches, department chairs, district curricular specialists, and proven resources. Educators who desire to grow in their careers in leadership positions are invited to participate in campus-based, leadership internships, and lead campus initiatives to grow in their capacity. These educators are involved in site-based decision-making and provide ongoing, professional development to their colleagues.

The administrative team conducts weekly classroom walkthroughs to ensure teachers implement strategies learned during staff development and utilize the feedback cycle to make corrective instructional moves that positively impact student achievement. The administrative team provides teachers with planning-, instructional-, and classroom management-based feedback; therefore, teachers are recognized and reinforced for their strengths and made aware of any areas of concern. Content area teams and departments practice the tenets of true professional learning community norms and meet on a regular basis to evaluate and adjust instruction to meet the needs of students. During this time, teachers collaborate on instruction to ensure academic success through a systematic review of data, discussion of teaching techniques, modeling of strategies, peer observations, planning of lessons, development of formative assessments, sharing of best practices, and meeting with the instructional coaches. This time also supports building collegial teams and a collective growth mindset.

At Randle High School, the staff is committed to improving student academic achievement. The master schedule is strategically built to include common planning periods for English 1, English 2, Algebra 1, Biology, Chemistry, and U.S. History teachers to attend PLC meetings and collaborate within the school day on instructional best practices. This also provides a time for these content area teams to vertically collaborate with the junior high teachers to ensure alignment and preparedness for high school literacy, mathematical, scientific, and processing skills.

## School Processes & Programs Strengths

- The campus has two instructional coaches that support each core department in honing instructional strategies, determining best practices for assessment, and acquiring any necessary curricular resources for teachers and students.
- Based on historical assessment data, students participate in accelerated instruction during a 25-minute, P.R.I.D.E.+ (advisory time) daily at the beginning of the school day (8:25-8:50 a.m.).

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Based upon feedback from the PBIS committee, there is a lack of follow-through and fidelity of campus-wide expectations regarding Tier 1 instructional practices, classroom management, and significant improvement measures/initiatives from Year 1 to Year 2. **Root Cause:** As a newer campus with a small staff, accountability by the administration was lessened by the need to maintain safety, order, and security at various times throughout the school year, which often coincided with the need to build and assist teacher and staff capacity through challenging student conduct concerns.

**Problem Statement 2 (Prioritized):** As a newer campus entering a 3rd school year with a student population of 3 feeder patterns, it is evident some students have experienced trauma and need additional academic and social-emotional support. **Root Cause:** Randle HS is entering its 3rd school year, and it is comprised of 3 feeder patterns. Students have experienced some challenges: difficulty adjusting to a new campus, a more significant than average number of students retained in their educational history, and some students' primary residence being a group home, RTC, or emergency shelter.

# Perceptions

## Perceptions Summary

The Randle High School staff is committed to improving student academic achievement. The master schedule includes a purposeful, 25-minute intervention/enrichment period for students to engage in accelerated instruction and intentionally close gaps for essential standards. The master schedule also created common planning periods for English 1, English 2, Algebra 1, Biology, Chemistry, and U.S. History teachers to attend PLC meetings, collaborate on instructional techniques, and increase best practice teaching strategies for all students, especially to make the curriculum more accessible for emergent bilingual and special education students.

The staff's morning and afternoon duty schedules have been strategically designed to accommodate before- and after-school tutorials in all core content areas, World Languages (formerly LOTE), fine arts, and CTE courses. For accelerated instruction, students are offered additional learning opportunities outside the school day, such as after-school from 4:00 - 5:30 p.m. with transportation provided to the nearest elementary campus to their residence Monday through Friday and Saturday mornings from 8:00 a.m. - 12:00 p.m. The library is open every morning; therefore, students can study and/or complete schoolwork assignments on the computers and read and check out books. In addition, all students have an opportunity to join a variety of clubs that align with their interests, including the Student Council, National Honor Society, College & Career Club, Theatre Club, Art Club, Lunches of Love Club, Fellowship of Christian Athletes (FCA), Future Health Professionals (HOSA), International Thespian Society (ITS), Ladies of Excellence (LOE), Spanish Club, and Anime Club. Some clubs meet once a week, while others meet twice a month outside of the school day, and are sponsored by school staff and led by students.

Randle High School established a PBIS behavior matrix, and students are explicitly taught the expected behaviors for various areas of the school building and extensions of the school, including classrooms, hallways, auditorium, cafeteria, restrooms, buses, and other areas critical for student behavior management. The Mane Store was developed in the 2022-23 school year and provides incentives and celebrations for students exhibiting P.R.I.D.E. (Perseverance.Respect.Integrity.Discipline.Excellence) through a token reward system.

As part of our effort to increase school and community camaraderie, TRHS has partnered with Wright Junior High School to participate in theme days to support Silver Track athletic teams. Prizes are given to students and staff who demonstrate the most school spirit. Randle High School is committed to honoring and celebrating the diverse cultures represented on campus. Celebrations, evening programs, and spirit weeks are vessels to celebrate cultural events, such as Hispanic Heritage Month, Black History Month, and Pan Asian American Heritage Month. In addition, Randle High School has started a group for dads and male role models in students' lives called P.O.P. (Protect Our Pride) to encourage parent involvement in the growth of their children from middle school through the high school years. Furthermore, our parent organization, P.A.R. (Parents at Randle), highly supports our campus and assists in giving our students memories to last a lifetime through campus events such as school dances and recognition ceremonies.

## Perceptions Strengths

Based on February 2023 campus climate survey results, highlighted strengths are below:

- 93% of parents/guardians, 93% of staff, and 93% of students would give our campus an overall grade of an "A," "B," or "C."
- 90% of parents/guardians and 90% of staff believe our school has great operative processes and procedures.
- 90% of staff strongly agree or agree teachers at the school work together to ensure student success.
- 86% of parents/guardians agree they are kept informed about their student's grades.
- 85% of students strongly agree or agree they have good friends at school.
- 83% of parents/guardians agree their input about student learning needs is respected and valued at the school.
- 96% of parents/guardians and 85% of students agree the school is well maintained.
- 80% of parents/guardians agree students have the resources necessary for class.
- 82% of parents/guardians and 80% of students agree school leaders and staff are welcoming to families of different academic backgrounds, cultures, economic backgrounds, gender, race/ethnicity, religion, and English language proficiency.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 64% of parents/guardians believe their child (or children) are safe at school. **Root Cause:** Social media posts by upset parents or "fake"/gossip pages created by students skew the narrative, developing angst and doubt about school safety.

**Problem Statement 2 (Prioritized):** 65% of parents/guardians agree they are kept informed about what their child is (or children are) learning in school. Similarly, 63% of parents/guardians believe they are given useful information about how to help their child (or children) do well in school. **Root Cause:** There is an active parent organization, P.A.R. (Parents at Randle); however, membership and engagement is low.

**Problem Statement 3 (Prioritized):** 51% of students agree there is a teacher, counselor, or other staff member to whom they can go to for help with a personal problem. **Root Cause:** Randle HS is experiencing the aftermath of COVID, where students are re-identifying themselves, their values/goals, and school connectedness. Many students have been able to disconnect from in-person, human connections (often finding pseudo-comfort in screens and being reserved); therefore, they lack interpersonal skills and emotional expression -- true belonging, and not just "fitting in."

**Problem Statement 4 (Prioritized):** 55% of parents/guardians, 63% of staff, and 53% of students believe discipline is enforced fairly at school. **Root Cause:** The PBIS committee is in its 2nd year and has now had formal training. With the 2023-24 standardized matrix and discipline flow chart, students and teachers are set up for success, creating clearly defined student behavioral expectations.

**Problem Statement 5 (Prioritized):** 65% of students strongly disagree or disagree that their teachers show how lessons relate to life outside of school. **Root Cause:** Teachers feel pressure to "get through" the curriculum and miss the teachable moments -- where and how to make learning relevant and visible for our students.

**Problem Statement 6 (Prioritized):** 52% of students strongly agree or agree they are praised for good work at school. **Root Cause:** Students are celebrated for all "A" and "A"- "B" honor roll by six weeks grading period; however, it was not consistent. Some students' successes in certain programs were promoted and highlighted; others were not, due to lack of exposure and shared information.

**Problem Statement 7 (Prioritized):** 45% of students strongly agree or agree they have seen alcohol or drugs at school. **Root Cause:** Vaping disciplinary offenses have increased on campus, and students are finding various places to conceal them on their person or belongings. Students are utilizing vaping as a coping strategy to "be happy."

**Problem Statement 8 (Prioritized):** 67% of parents/guardians strongly agree or agree teachers give timely and helpful feedback on their student's schoolwork. **Root Cause:** Teachers will grade assignments and send progress reports; however, a step further by writing specific feedback, utilizing a rubric, adding a comment in Skyward, making a phone call, or setting up a parent-student-teacher conference will keep the parent/guardian more informed about steps taken to help their student.

# Priority Problem Statements

**Problem Statement 1:** There is a gap in learning for special education students compared to the general education population.

**Root Cause 1:** This can be attributed to a lack of differentiated instruction including co-teach modeling and progress monitoring of student success criteria.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Special education and emergent bilingual students achieve fewer Meets and Masters levels than overall students.

**Root Cause 2:** This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** As a newer campus entering a 3rd school year with a student population of 3 feeder patterns, it is evident some students have experienced trauma and need additional academic and social-emotional support.

**Root Cause 3:** Randle HS is entering its 3rd school year, and it is comprised of 3 feeder patterns. Students have experienced some challenges: difficulty adjusting to a new campus, a more significant than average number of students retained in their educational history, and some students' primary residence being a group home, RTC, or emergency shelter.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** The total number of discipline referrals does not represent the entire makeup of the student body and more represents repeat offenders.

**Root Cause 4:** On a newer campus, students have been learning new processes and procedures, which may have differed from prior enrollment campuses. More time has been spent keeping students in class and maximizing their engagement with their teachers during instructional time.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** 51% of students agree there is a teacher, counselor, or other staff member to whom they can go to for help with a personal problem.

**Root Cause 5:** Randle HS is experiencing the aftermath of COVID, where students are re-identifying themselves, their values/goals, and school connectedness. Many students have been able to disconnect from in-person, human connections (often finding pseudo-comfort in screens and being reserved); therefore, they lack interpersonal skills and emotional expression -- true belonging, and not just "fitting in."

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Based upon feedback from the PBIS committee, there is a lack of follow-through and fidelity of campus-wide expectations regarding Tier 1 instructional practices, classroom management, and significant improvement measures/initiatives from Year 1 to Year 2.

**Root Cause 6:** As a newer campus with a small staff, accountability by the administration was lessened by the need to maintain safety, order, and security at various times throughout the school year, which often coincided with the need to build and assist teacher and staff capacity through challenging student conduct concerns.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** There is a need to develop a multi-tiered system of support for English Language Arts and Mathematics for incoming 9th and continuing 10th, 11th, and 12th



grade students.

**Root Cause 7:** Students require a differentiated curriculum and intentional support consistently implemented to accelerate learning and close the gaps.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Growth in students' special programming, including special education (12.5%), 504 (8.2%), multi-tiered systems of support (17.3%), and emergent bilingual (14.4%) students yearly requires adjustments and adaptations to curriculum design, instructional strategies, and social-emotional learning strategies for both students, teachers, and staff.

**Root Cause 8:** There is increased student enrollment with a growing campus by grade level and expanded housing and apartment development in the school zone. In addition, more students have met and are meeting the qualifications for special programs, and referrals for struggling students continue to increase.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** 64% of parents/guardians believe their child (or children) are safe at school.

**Root Cause 9:** Social media posts by upset parents or "fake"/gossip pages created by students skew the narrative, developing angst and doubt about school safety.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** 65% of parents/guardians agree they are kept informed about what their child is (or children are) learning in school. Similarly, 63% of parents/guardians believe they are given useful information about how to help their child (or children) do well in school.

**Root Cause 10:** There is an active parent organization, P.A.R. (Parents at Randle); however, membership and engagement is low.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** 55% of parents/guardians, 63% of staff, and 53% of students believe discipline is enforced fairly at school.

**Root Cause 11:** The PBIS committee is in its 2nd year and has now had formal training. With the 2023-24 standardized matrix and discipline flow chart, students and teachers are set up for success, creating clearly defined student behavioral expectations.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** 65% of students strongly disagree or disagree that their teachers show how lessons relate to life outside of school.

**Root Cause 12:** Teachers feel pressure to "get through" the curriculum and miss the teachable moments -- where and how to make learning relevant and visible for our students.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** 52% of students strongly agree or agree they are praised for good work at school.

**Root Cause 13:** Students are celebrated for all "A" and "A"- "B" honor roll by six weeks grading period; however, it was not consistent. Some students' successes in certain programs were promoted and highlighted; others were not, due to lack of exposure and shared information.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** 45% of students strongly agree or agree they have seen alcohol or drugs at school.

**Root Cause 14:** Vaping disciplinary offenses have increased on campus, and students are finding various places to conceal them on their person or belongings. Students are utilizing vaping as a coping strategy to "be happy."

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 15:** 67% of parents/guardians strongly agree or agree teachers give timely and helpful feedback on their student's schoolwork.

**Root Cause 15:** Teachers will grade assignments and send progress reports; however, a step further by writing specific feedback, utilizing a rubric, adding a comment in Skyward, making a phone call, or setting up a parent-student-teacher conference will keep the parent/guardian more informed about steps taken to help their student.

**Problem Statement 15 Areas:** Perceptions

# 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

## Accountability Data

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

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Student Data: Behavior and Other Indicators

- 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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

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

# Goals

**Revised/Approved: August 4, 2023**

**Goal 1:** By May 2024, TRHS students will increase student performance by 6% (64-70) in meets and by 8% (17-25) in masters from 2023 English 1 EOC scores and by 5% (65-70) in meets and by 8% (7-15) in masters from 2023 English 2 EOC scores, as evidenced by the 2024 English 1 and 2 EOC results.

**Performance Objective 1:** TRHS instructional and support staff will continue to utilize The Fundamental Five strategies daily as the campus foundation for Tier 1 instruction and best practice to meet all students' needs. These strategies include:

- FRAMING THE LESSON: Providing students clear expectations, as it relates to the learning objective with daily reflection
- POWER ZONE: Checking for understanding, reinforcing positive behavior, and frequent and ongoing formative assessment
- PURPOSEFUL, SMALL-GROUP TALK: Facilitating student discourse and providing students an opportunity to review, discuss, and predict
- RECOGNIZE & REINFORCE: Recognizing successes and reinforcing desired behaviors, engagement, and completed products/expectations
- WRITING CRITICALLY: Demonstrating daily understanding of the identified learning objective through a variety of intentional writing activities (comparisons, summaries, mind maps, graphic organizers, exit tickets, short-answer responses, and/or essays)

## **High Priority**

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY and Jan. MOY)

District benchmark results (Jan./Feb.)

Campus, teacher-created curriculum checkpoints/tests/common formative assessments (CFA) grades



English 1 EOC results



English 2 EOC results



Lesson plans

Professional learning communities (PLCs)







Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will provide professional development to all campus staff to support a multi-tiered system of support for incoming 9th and continuing 10th, 11th, and 12th grade students to include Fundamental Five strategies, essential standards instruction, classroom discourse, open-ended questioning, feedback opportunities, explicit vocabulary instruction, and critical writing junctures.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administrators will share information from training and collaborate with PLC groups to incorporate learned best practices, and ultimately, students' scores on national, state, district, and campus assessments will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  ***English dept. instructional coach  Department chairs  Counselors  Teachers, especially English dept.  Campus personnel</p> <p><b>Title I:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 8</p> <p><b>Funding Sources:</b> Personnel - Testing Coordinator (50%) - 211 Title I, Part A - \$31,359.63, English PD/PL Training Materials/Resources - 211 Title I, Part A - \$5,094, Personnel - English Teacher (100%) - 211 Title I, Part A - \$62,719.25</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will execute a standardized PLC process to review data, support instructional planning with any necessary corrective instruction, and monitor all students' progress, including at-risk, special education, and emergent bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will learn intervention techniques through professional development offerings targeting specific special student populations' academic performance. Administrators will conduct at least 15 instructional walkthroughs in alignment with T-TESS and Fundamental Five. Instructional walkthroughs will provide a continuous feedback cycle to help teachers improve instructional delivery and practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  ***English dept. instructional coach  Department chairs  Teachers, especially English dept.</p> <p><b>Title I:</b>  2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 5</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> TRHS will implement various instructional strategies that focus on providing opportunities to increase language fluency by incorporating activities and materials in a collaborative effort to promote differentiation using district resources and tools for all students, including at-risk, special education, and emergent bilingual students. TRHS will utilize strategies provided by the foundation of Fundamental Five; station rotations; scaffolding; explicit vocabulary instruction; Cambridge Learner's Dictionary; Immersive Reader; and Flip.</p> <p><b>Strategy's Expected Result/Impact:</b> All students (including at-risk, special education, and emergent bilingual students) will receive tailored instructional support that matches their student needs and is designed to meet their specific student learning goals and plans, including improved language acquisition, as well as support small group instruction within the classroom, so that each student is demonstrating progressive growth in their English academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> ***Administrators  Instructional coaches  Department chairs  Counselors  Teachers, especially English dept.  Special education master list teachers/case managers  ESL teacher  Campus personnel</p> <p><b>Title I:</b>  2.4, 2.6</p> <p>- <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	Formative		
	Nov	Feb	June
			



Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> TRHS will employ a multi-tiered system of support (MTSS) process to provide quality Tier 2 and Tier 3 essential standards academic support to all students, including at-risk, special education, and emergent bilingual students. TRHS will deliver accelerated instruction weekly every Monday through Thursday afternoon throughout the school year, in alignment and compliance with House Bill (HB) 4545. TRHS students were pre-identified and enrolled in daily, strategically master-scheduled English, math, science, and social studies P.R.I.D.E.+ , zero-period classes, if they were unsuccessful on a STAAR or EOC assessment in the prior, 2022-23 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive a more personalized level of instruction through additional attention, focus, and support by adjusting the pace of instruction, as it relates to individual needs. Students will be provided additional opportunities for intervention during P.R.I.D.E.+ , zero-period classes, so that English academic skill gaps will be filled and overall English academic performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  ***English instructional coach  Department chairs  Counselors  Teachers, especially English dept.  MTSS coordinator  Special education master list teachers/case managers  ESL teacher  Campus personnel</p> <p><b>Title I:</b>  2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p> <p><b>Funding Sources:</b> MTSS (including HB4545 English tutorials and addressing academics, attendance, &amp; behavior) Resources &amp; Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$25,915.12, MTSS (including HB4545 English tutorials and addressing academics, attendance, &amp; behavior) Personnel - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$77,742.59, Student Laptop Carts (2) - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$66,000</p>	Formative		
	Nov	Feb	June
	<div style="display: flex; justify-content: space-around;"> <div data-bbox="1619 198 1757 1101" style="text-align: center;">  <p>90%</p> </div> <div data-bbox="1757 198 1896 1101" style="text-align: center;">  <p>95%</p> </div> <div data-bbox="1896 198 2032 1101"></div> </div>	 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 2:** Growth in students' special programming, including special education (12.5%), 504 (8.2%), multi-tiered systems of support (17.3%), and emergent bilingual (14.4%) students yearly requires adjustments and adaptations to curriculum design, instructional strategies, and social-emotional learning strategies for both students, teachers, and staff. **Root Cause:** There is increased student enrollment with a growing campus by grade level and expanded housing and apartment development in the school zone. In addition, more students have met and are meeting the qualifications for special programs, and referrals for struggling students continue to increase.

### Student Learning

**Problem Statement 1:** There is a need to develop a multi-tiered system of support for English Language Arts and Mathematics for incoming 9th and continuing 10th, 11th, and 12th grade students. **Root Cause:** Students require a differentiated curriculum and intentional support consistently implemented to accelerate learning and close the gaps.

### School Processes & Programs

**Problem Statement 1:** Based upon feedback from the PBIS committee, there is a lack of follow-through and fidelity of campus-wide expectations regarding Tier 1 instructional practices, classroom management, and significant improvement measures/initiatives from Year 1 to Year 2. **Root Cause:** As a newer campus with a small staff, accountability by the administration was lessened by the need to maintain safety, order, and security at various times throughout the school year, which often coincided with the need to build and assist teacher and staff capacity through challenging student conduct concerns.

### Perceptions

**Problem Statement 5:** 65% of students strongly disagree or disagree that their teachers show how lessons relate to life outside of school. **Root Cause:** Teachers feel pressure to "get through" the curriculum and miss the teachable moments -- where and how to make learning relevant and visible for our students.

**Problem Statement 8:** 67% of parents/guardians strongly agree or agree teachers give timely and helpful feedback on their student's schoolwork. **Root Cause:** Teachers will grade assignments and send progress reports; however, a step further by writing specific feedback, utilizing a rubric, adding a comment in Skyward, making a phone call, or setting up a parent-student-teacher conference will keep the parent/guardian more informed about steps taken to help their student.

**Goal 1:** By May 2024, TRHS students will increase student performance by 6% (64-70) in meets and by 8% (17-25) in masters from 2023 English 1 EOC scores and by 5% (65-70) in meets and by 8% (7-15) in masters from 2023 English 2 EOC scores, as evidenced by the 2024 English 1 and 2 EOC results.

**Performance Objective 2:** By May 2024, TRHS students will close the performance gap by 5% between special education and general education students in approaches, as evidenced by the 2023 English 1 and 2 EOC results. The 2022-23 school year's English 1 and 2 gap was 35% and 27%, respectively, and will decrease to 30% and 22%, respectively.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY and Jan. MOY)

District benchmark results (Jan./Feb.)

Campus, teacher-created curriculum checkpoints/tests/common formative assessments (CFA) grades



English 1 EOC results







English 2 EOC results

Lesson plans

Professional learning communities (PLCs)

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will provide professional development to all campus staff to support a multi-tiered system of support to include Fundamental Five strategies, essential standards instruction, IEP accommodations and goals progress monitoring, ARD process (including the difference in participation of a brief, progress, and review ARD meetings to revise students' specialized instructional needs for optimal student progress), differentiated instructional strategies for students serviced in the resource/applied classroom, co-teaching models with purposeful checks for understanding, and classroom implementation opportunities for ensuring processing and wait time with open-ended questioning, student discourse, and critical writing assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administrators will share information from training and collaborate with PLC groups to incorporate learned best practices, and ultimately, special education students' scores on national, state, district, and campus assessments will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  ***English instructional coach  ***Special education department chair  District silver track special education compliance coordinator  Counselors  Teachers, especially English dept.  Diagnostician  ARD Facilitator  Special education master list teachers/case managers  Campus personnel</p> <p><b>Title I:</b>  2.4, 2.6</p> <p>- <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>  Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Special Education English PD/PL Training Materials/Resources - 211 Title I, Part A - \$1,500</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will foster and intentionally plan for collaborative partnerships between the campus administrators, general education teachers, and the special education master list teachers/case managers through documented, weekly check-ins to discuss their special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students' grades on academic course progress and report card grades will be more consistent and increase, showing evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coaches ***Special education dept. chair District silver track special education compliance coordinator Department chairs Counselors Teachers, especially English dept. Diagnostician ARD Facilitator Special education master list teachers/case managers Campus personnel</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a need to develop a multi-tiered system of support for English Language Arts and Mathematics for incoming 9th and continuing 10th, 11th, and 12th grade students. <b>Root Cause:</b> Students require a differentiated curriculum and intentional support consistently implemented to accelerate learning and close the gaps.</p>
<p><b>Problem Statement 2:</b> There is a gap in learning for special education students compared to the general education population. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including co-teach modeling and progress monitoring of student success criteria.</p>
<p><b>Problem Statement 3:</b> Special education and emergent bilingual students achieve fewer Meets and Masters levels than overall students. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.</p>

**Goal 1:** By May 2024, TRHS students will increase student performance by 6% (64-70) in meets and by 8% (17-25) in masters from 2023 English 1 EOC scores and by 5% (65-70) in meets and by 8% (7-15) in masters from 2023 English 2 EOC scores, as evidenced by the 2024 English 1 and 2 EOC results.

**Performance Objective 3:** By May 2024, TRHS students will close the performance gap by 5% between emergent bilingual and general education students in approaches, as evidenced by the 2023 English 1 and 2 EOC results. The 2022-23 school year's English 1 and 2 gap was 23% and 19%, respectively, and will decrease to 18% and 14%, respectively.

**High Priority**

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY and Jan. MOY)

District benchmark results (Jan./Feb.)

Campus, teacher-created curriculum checkpoints/tests/common formative assessments (CFA) grades



English 1 EOC results







English 2 EOC results

Lesson plans

Professional learning communities (PLCs)

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will provide professional development to all campus staff to support a multi-tiered system of support to include Fundamental Five strategies, essential standards instruction, linguistic accommodations and LPAC progress monitoring, sheltered instructional strategies, including Lead4Ward's rehearsal and practice playlist, and classroom implementation opportunities for ensuring processing and wait time with open-ended questioning, student discourse, and critical writing assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administrators will share information from training and collaborate with PLC groups to incorporate learned best practices, and ultimately, emergent bilingual students' scores on national, state, district, and campus assessments will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  ***English instructional coaches  ***ESL teacher  District director of bilingual and ESL curriculum &amp; instruction  Counselors  Teachers, especially English dept.  Campus personnel</p> <p><b>Title I:</b>  2.4, 2.6</p> <p>- <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>  Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Emergent Bilingual (EB) English Student Incentives - 199 PIC 25 State Bilingual/ESL - \$510, Emergent Bilingual (EB) English PD/PL Training Materials/Resources - 199 PIC 25 State Bilingual/ESL - \$750, Emergent Bilingual (EB) English PD/PL Session Refreshments - 199 PIC 25 State Bilingual/ESL - \$250</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will foster and intentionally plan for collaborative partnerships between the campus administrators, general education teachers, and the ESL teacher through documented, grading period check-ins to discuss emergent bilingual students' academic and behavioral progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilingual students' grades on academic course progress and report card grades will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coaches ***ESL teacher District director of bilingual and ESL curriculum &amp; instruction Counselors Teachers, especially English dept. Campus personnel</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a need to develop a multi-tiered system of support for English Language Arts and Mathematics for incoming 9th and continuing 10th, 11th, and 12th grade students. <b>Root Cause:</b> Students require a differentiated curriculum and intentional support consistently implemented to accelerate learning and close the gaps.</p> <p><b>Problem Statement 3:</b> Special education and emergent bilingual students achieve fewer Meets and Masters levels than overall students. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.</p>



**Goal 2:** By May 2024, TRHS students will increase student performance by 9% (51-60) in meets and by 8% (27-35) in masters, as evidenced by the 2024 Algebra 1 EOC results.

**Performance Objective 1:** TRHS instructional and support staff will continue to utilize The Fundamental Five strategies daily as the campus foundation for Tier 1 instruction and best practice to meet all students' needs. These strategies include:

- FRAMING THE LESSON: Providing students clear expectations, as it relates to the learning objective with daily reflection
- POWER ZONE: Checking for understanding, reinforcing positive behavior, and frequent and ongoing formative assessment
- PURPOSEFUL, SMALL-GROUP TALK: Facilitating student discourse and providing students an opportunity to review, discuss, and predict
- RECOGNIZE & REINFORCE: Recognizing successes and reinforcing desired behaviors, engagement, and completed products/expectations
- WRITING CRITICALLY: Demonstrating daily understanding of the identified learning objective through a variety of intentional writing activities (graphic organizers, exit tickets, or short answer responses, where the student must demonstrate knowledge by explaining a mathematical relationship, a problem-solving method, how they accomplished their thinking process, etc.)

#### **High Priority**

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY and Jan. MOY)

District benchmark results (Jan./Feb.)



Campus, teacher-created curriculum checkpoints/tests/common formative assessments (CFA) grades



Algebra 1 EOC results



Lesson plans







Professional learning communities (PLCs)

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will provide professional development to all campus staff to support a multi-tiered system of support to include Fundamental Five strategies, essential standards instruction, classroom discourse, open-ended questioning, feedback opportunities, explicit vocabulary instruction, and critical constructive short answer responses.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administrators will share information from training and collaborate with PLC groups to incorporate learned best practices, and ultimately, students' scores on national, state, district, and campus assessments will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  ***Math instructional coach  Department chairs  Counselors  Teachers, especially Math dept.  Campus personnel</p> <p><b>Title I:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 8</p> <p><b>Funding Sources:</b> Personnel - Instructional Coach (50%) - 211 Title I, Part A - \$31,359.62, Math PD/PL Training Materials/Resources - 211 Title I, Part A - \$2,796.50</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will execute a standardized PLC process to review data, support instructional planning with any necessary corrective instruction, and monitor all students' progress, including at-risk, special education, and emergent bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will learn intervention techniques through professional development offerings targeting specific special student populations' academic performance. Administrators will conduct at least 15 instructional walkthroughs in alignment with T-TESS and Fundamental Five. Instructional walkthroughs will provide a continuous feedback cycle to help teachers improve instructional delivery and practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  ***Math instructional coach  Department chairs  Teachers, especially Math dept.</p> <p><b>Title I:</b>  2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 5</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> TRHS will implement various instructional strategies that focus on providing opportunities to increase language fluency by incorporating activities and materials in a collaborative effort to promote differentiation using district resources and tools for all students. TRHS will utilize strategies provided by the foundation of Fundamental Five, especially explicit vocabulary instruction; Cambridge Learner's Dictionary; Immersive Reader; and Flip.</p> <p><b>Strategy's Expected Result/Impact:</b> All students (including at-risk, special education, and emergent bilingual students) will receive tailored instructional support that matches their student needs and is designed to meet their specific student learning goals and plans, including improved language acquisition, as well as support small group instruction within the classroom, so that each student is demonstrating progressive growth in their English academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> ***Administrators  Instructional coaches  Department chairs  Counselors  Teachers, especially Math dept.  Special education master list teachers/case managers  ESL teacher  Campus personnel</p> <p><b>Title I:</b>  2.4, 2.6</p> <p>- <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> TRHS will employ a multi-tiered system of support (MTSS) process to provide quality Tier 2 and Tier 3 essential standards academic support to all students, including at-risk, special education, and emergent bilingual students. TRHS will deliver accelerated instruction weekly every Monday through Thursday afternoon throughout the school year, in alignment and compliance with House Bill (HB) 4545. TRHS students were pre-identified and enrolled in daily, strategically master-scheduled English, math, science, and social studies P.R.I.D.E.+ , zero-period classes, if they were unsuccessful on a STAAR or EOC assessment in the prior, 2022-23 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive a more personalized level of instruction through additional attention, focus, and support by adjusting the pace of instruction, as it relates to individual needs. Students will be provided additional opportunities for intervention during P.R.I.D.E.+ , zero-period classes, so that English academic skill gaps will be filled and overall English academic performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  ***Math instructional coach  Department chairs  Counselors  Teachers, especially Math dept.  MTSS coordinator  Special education master list teachers/case managers  ESL teacher  Campus personnel</p> <p><b>Title I:</b>  2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p> <p><b>Funding Sources:</b> MTSS (including HB4545 Math tutorials and addressing academics, attendance, &amp; behavior) Resources &amp; Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$25,915.12, MTSS (including HB4545 Math tutorials and addressing academics, attendance, &amp; behavior) Personnel - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$45,031.38, Student Laptop Cart - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$33,000</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 2:** Growth in students' special programming, including special education (12.5%), 504 (8.2%), multi-tiered systems of support (17.3%), and emergent bilingual (14.4%) students yearly requires adjustments and adaptations to curriculum design, instructional strategies, and social-emotional learning strategies for both students, teachers, and staff. **Root Cause:** There is increased student enrollment with a growing campus by grade level and expanded housing and apartment development in the school zone. In addition, more students have met and are meeting the qualifications for special programs, and referrals for struggling students continue to increase.

### Student Learning

**Problem Statement 1:** There is a need to develop a multi-tiered system of support for English Language Arts and Mathematics for incoming 9th and continuing 10th, 11th, and 12th grade students. **Root Cause:** Students require a differentiated curriculum and intentional support consistently implemented to accelerate learning and close the gaps.

### School Processes & Programs

**Problem Statement 1:** Based upon feedback from the PBIS committee, there is a lack of follow-through and fidelity of campus-wide expectations regarding Tier 1 instructional practices, classroom management, and significant improvement measures/initiatives from Year 1 to Year 2. **Root Cause:** As a newer campus with a small staff, accountability by the administration was lessened by the need to maintain safety, order, and security at various times throughout the school year, which often coincided with the need to build and assist teacher and staff capacity through challenging student conduct concerns.

### Perceptions

**Problem Statement 5:** 65% of students strongly disagree or disagree that their teachers show how lessons relate to life outside of school. **Root Cause:** Teachers feel pressure to "get through" the curriculum and miss the teachable moments -- where and how to make learning relevant and visible for our students.

**Problem Statement 8:** 67% of parents/guardians strongly agree or agree teachers give timely and helpful feedback on their student's schoolwork. **Root Cause:** Teachers will grade assignments and send progress reports; however, a step further by writing specific feedback, utilizing a rubric, adding a comment in Skyward, making a phone call, or setting up a parent-student-teacher conference will keep the parent/guardian more informed about steps taken to help their student.

**Goal 2:** By May 2024, TRHS students will increase student performance by 9% (51-60) in meets and by 8% (27-35) in masters, as evidenced by the 2024 Algebra 1 EOC results.

**Performance Objective 2:** By May 2023, TRHS students will close the performance gap by 5% between special education and general education students in approaches, as evidenced by the 2023 Algebra 1 EOC results. The 2021-22 school year's Algebra 1 gap was 39% and will decrease to 34%.

**High Priority**

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY, Jan. MOY, & May EOY)

TEA interim assessment results

District benchmark results (Jan./Feb.)

Progress monitoring assessment results (PMAs)



Campus, teacher-created curriculum checkpoints/tests/common formative assessments grades

Algebra 1 EOC results







Lesson plans

Professional learning communities (PLCs)

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will provide professional development to all campus staff to support a multi-tiered system of support to include Fundamental Five strategies, essential standards instruction, IEP accommodations and goals progress monitoring, ARD process (including the difference in participation of a brief, progress, and review ARD meetings to revise students' specialized instructional needs for optimal student progress), differentiated instructional strategies for students serviced in the resource/applied classroom, co-teaching models with purposeful checks for understanding, and classroom implementation opportunities for ensuring processing and wait time with open-ended questioning, student discourse, and critical constructive short answer responses.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administrators will share information from training and collaborate with PLC groups to incorporate learned best practices, and ultimately, special education students' scores on national, state, district, and campus assessments will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  ***Math instructional coach  ***Special education dept. chair  District silver track special education compliance coordinator  Department chairs  Counselors  Teachers, especially Math dept.  Diagnostician  ARD Facilitator  Special education master list teachers/case managers  Campus personnel</p> <p><b>Title I:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Special Education Math PD/PL Training Materials/Resources - 211 Title I, Part A - \$1,500</p>	Formative		
	Nov	Feb	June
			



Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will foster and intentionally plan for collaborative partnerships between the campus administrators, general education teachers, and the special education master list teachers/case managers through documented, weekly check-ins to discuss their special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students' grades on academic course progress and report card grades will be more consistent and increase, showing evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach ***Special education dept. chair District silver track special education compliance coordinator Department chairs Counselors Teachers, especially Math dept. Diagnostician ARD Facilitator Special education master list teachers/case managers Campus personnel</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a need to develop a multi-tiered system of support for English Language Arts and Mathematics for incoming 9th and continuing 10th, 11th, and 12th grade students. <b>Root Cause:</b> Students require a differentiated curriculum and intentional support consistently implemented to accelerate learning and close the gaps.</p>
<p><b>Problem Statement 2:</b> There is a gap in learning for special education students compared to the general education population. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including co-teach modeling and progress monitoring of student success criteria.</p>
<p><b>Problem Statement 3:</b> Special education and emergent bilingual students achieve fewer Meets and Masters levels than overall students. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.</p>

**Goal 2:** By May 2024, TRHS students will increase student performance by 9% (51-60) in meets and by 8% (27-35) in masters, as evidenced by the 2024 Algebra 1 EOC results.

**Performance Objective 3:** By May 2024, TRHS students will close the performance gap by 5% between emergent bilingual and general education students in approaches, as evidenced by the 2023 Algebra 1 EOC results. The 2022-23 school year's Algebra gap was 14% and will decrease to 9%.

**High Priority**

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY and Jan. MOY)

District benchmark results (Jan./Feb.)



Campus, teacher-created curriculum checkpoints/tests/common formative assessments (CFA) grades







Algebra 1 EOC results

Lesson plans

Professional learning communities (PLCs)

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will provide professional development to all campus staff to support a multi-tiered system of support to include Fundamental Five strategies, essential standards instruction, linguistic accommodations and LPAC progress monitoring, sheltered instructional strategies, including Lead4Ward's rehearsal and practice playlist, and classroom implementation opportunities for ensuring processing and wait time with open-ended questioning, student discourse, and critical constructive short answer responses.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administrators will share information from training and collaborate with PLC groups to incorporate learned best practices, and ultimately, emergent bilingual students' scores on national, state, district, and campus assessments will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  ***Math instructional coach  ***ESL teacher  District director of bilingual and ESL curriculum &amp; instruction  Counselors  Teachers, especially Math dept.  Campus personnel</p> <p><b>Title I:</b>  2.4, 2.6</p> <p>- <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>  Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Emergent Bilingual (EB) Math Student Incentives - 199 PIC 25 State Bilingual/ESL - \$260, Emergent Bilingual (EB) Math PD/PL Training Materials/Resources - 199 PIC 25 State Bilingual/ESL - \$750, Emergent Bilingual (EB) Math PD/PL Session Refreshments - 199 PIC 25 State Bilingual/ESL - \$250</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will foster and intentionally plan for collaborative partnerships between the campus administrators, general education teachers, and the ESL teacher through documented, grading period check-ins to discuss emergent bilingual students' academic and behavioral progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilingual students' grades on academic course progress and report card grades will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coaches ***ESL teacher District director of bilingual and ESL curriculum &amp; instruction Counselors Teachers, especially Math dept. Campus personnel</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a need to develop a multi-tiered system of support for English Language Arts and Mathematics for incoming 9th and continuing 10th, 11th, and 12th grade students. <b>Root Cause:</b> Students require a differentiated curriculum and intentional support consistently implemented to accelerate learning and close the gaps.</p> <p><b>Problem Statement 3:</b> Special education and emergent bilingual students achieve fewer Meets and Masters levels than overall students. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.</p>



**Goal 3:** By May 2024, TRHS students will increase student support by 15% (51-66) in personal experience response statements and 18% (72-90) in school experience response statements as both individuals and learners, as evidenced by the 2024 campus climate survey results, where students indicate they can find help for both personal and school problems, respectively.





**Performance Objective 1:** TRHS students will benefit from a well-rounded, aligned system of support that incorporates both academic and social-emotional needs.








**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Administrators  
Counselors  
Department chairs  
Teachers

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will highly encourage and promote student participation in UIL or any school-sponsored organization, such as a student club, to improve student connection with the school, as evidenced by school sponsor (activity) rosters, after submission of activity roster for Skyward entry, reaching at least 80% of the student population.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate a marked improvement in their level of connectedness, based on the annual climate survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors ***Coaches/Directors Club sponsors Skyward activity rosters Climate survey results</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 3</p> <p><b>Funding Sources:</b> Student Club/Organizations Support, Materials, &amp; Resources - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will inform intentionally educate students and parents about the harmful effects of substance abuse by incorporating informative videos during P.R.I.D.E.+ , placing signage around the campus, and encouraging Crimestoppers.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals involving vaping will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> ***Administrators SRO Teachers Student leaders</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1, 7</p> <p><b>Funding Sources:</b> Informative Videos &amp; Signage - 211 Title I, Part A - \$1,000</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> TRHS will increase parent and community member participation at campus engagement events.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent/guardian partnerships with the school in their student's education will increase by at least 10% throughout the school year, so that their student feels supported in their efforts in both home and school environments, as evidenced by the number of parents and community members in attendance at campus events.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators ***Coaches/Directors ***Club sponsors Sign-in sheets/QR code forms of campus event entry statistics Go Fan statistics P.A.R.</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1, 2, 4, 5, 6</p> <p><b>Funding Sources:</b> Parent Engagement Event Refreshments - 199 PIC 25 State Bilingual/ESL - \$1,000, Parent Engagement Event Refreshments - 211 Title I, Part A - \$2,000, School-wide Language Translation Software - 199 PIC 25 State Bilingual/ESL - \$1,000, Parent Engagement Event Resources &amp; Materials - 211 Title I, Part A - \$2,000</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> TRHS will provide planners to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus AVID program will be supported through school-wide planner implementation, college and career readiness will be promoted, and student success will be empowered by giving students the tools they need to plan and organize their academic work and develop the skills necessary for college and beyond. A culture of student support for academic excellence and empowerment in ownership of learning will be created, setting students on a path of success in their chosen careers.</p> <p><b>Staff Responsible for Monitoring:</b> ***Administrators Teachers ***Registrar</p> <p><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 2, 5</p> <p><b>Funding Sources:</b> Student Planners - 211 Title I, Part A - \$16,000</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> As a newer campus entering a 3rd school year with a student population of 3 feeder patterns, it is evident some students have experienced trauma and need additional academic and social-emotional support. <b>Root Cause:</b> Randle HS is entering its 3rd school year, and it is comprised of 3 feeder patterns. Students have experienced some challenges: difficulty adjusting to a new campus, a more significant than average number of students retained in their educational history, and some students' primary residence being a group home, RTC, or emergency shelter.</p>
Perceptions
<p><b>Problem Statement 1:</b> 64% of parents/guardians believe their child (or children) are safe at school. <b>Root Cause:</b> Social media posts by upset parents or "fake"/gossip pages created by students skew the narrative, developing angst and doubt about school safety.</p>
<p><b>Problem Statement 2:</b> 65% of parents/guardians agree they are kept informed about what their child is (or children are) learning in school. Similarly, 63% of parents/guardians believe they are given useful information about how to help their child (or children) do well in school. <b>Root Cause:</b> There is an active parent organization, P.A.R. (Parents at Randle); however, membership and engagement is low.</p>
<p><b>Problem Statement 3:</b> 51% of students agree there is a teacher, counselor, or other staff member to whom they can go to for help with a personal problem. <b>Root Cause:</b> Randle HS is experiencing the aftermath of COVID, where students are re-identifying themselves, their values/goals, and school connectedness. Many students have been able to disconnect from in-person, human connections (often finding pseudo-comfort in screens and being reserved); therefore, they lack interpersonal skills and emotional expression -- true belonging, and not just "fitting in."</p>

## Perceptions

**Problem Statement 4:** 55% of parents/guardians, 63% of staff, and 53% of students believe discipline is enforced fairly at school. **Root Cause:** The PBIS committee is in its 2nd year and has now had formal training. With the 2023-24 standardized matrix and discipline flow chart, students and teachers are set up for success, creating clearly defined student behavioral expectations.

**Problem Statement 5:** 65% of students strongly disagree or disagree that their teachers show how lessons relate to life outside of school. **Root Cause:** Teachers feel pressure to "get through" the curriculum and miss the teachable moments -- where and how to make learning relevant and visible for our students.

**Problem Statement 6:** 52% of students strongly agree or agree they are praised for good work at school. **Root Cause:** Students are celebrated for all "A" and "A"- "B" honor roll by six weeks grading period; however, it was not consistent. Some students' successes in certain programs were promoted and highlighted; others were not, due to lack of exposure and shared information.

**Problem Statement 7:** 45% of students strongly agree or agree they have seen alcohol or drugs at school. **Root Cause:** Vaping disciplinary offenses have increased on campus, and students are finding various places to conceal them on their person or belongings. Students are utilizing vaping as a coping strategy to "be happy."


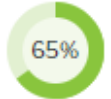








**Goal 3:** By May 2024, TRHS students will increase student support by 15% (51-66) in personal experience response statements and 18% (72-90) in school experience response statements as both individuals and learners, as evidenced by the 2024 campus climate survey results, where students indicate they can find help for both personal and school problems, respectively.

**Performance Objective 2:** TRHS will develop a campus-based, trusted-adult program to supplement the guidance and counseling program.

**High Priority**

- Evaluation Data Sources:** Administrators  
 Counselors  
 \*\*\*Trusted adults (mentors)  
 Skyward activity rosters  
 Counselor Canvas course  
 PBIS meeting agendas and minutes  
 Character Counts lessons inventory during P.R.I.D.E.+  
 College and Career Facilitator (CCF)  
 Staff  
 Climate survey results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will participate in a district-wide, character education program, Character Counts.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate a marked improvement in their level of connectedness, based on the annual climate survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            ***Counselors            Teachers            Staff            Climate survey results</p> <p><b>Title I:</b>            2.5            - <b>TEA Priorities:</b>            Connect high school to career and college            - <b>ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2 - Perceptions 3</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> A campus PBIS (Positive Behavioral Interventions and Supports) program will be implemented on the campus, P.R.I.D.E.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate a marked improvement in their level of connectedness, based on the annual climate survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Campus Leadership Team (CLT) Teachers Staff ***PBIS committee Climate survey results</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2 - Perceptions 1, 3, 4, 6, 7</p> <p><b>Funding Sources:</b> PBIS Incentives - 211 Title I, Part A - \$1,272, Trusted Adult Program - 211 Title I, Part A - \$2,044, PBIS Rewards - 211 Title I, Part A - \$1,272</p>	Formative		
	Nov	Feb	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>			

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The total number of discipline referrals does not represent the entire makeup of the student body and more represents repeat offenders. <b>Root Cause:</b> On a newer campus, students have been learning new processes and procedures, which may have differed from prior enrollment campuses. More time has been spent keeping students in class and maximizing their engagement with their teachers during instructional time.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Based upon feedback from the PBIS committee, there is a lack of follow-through and fidelity of campus-wide expectations regarding Tier 1 instructional practices, classroom management, and significant improvement measures/initiatives from Year 1 to Year 2. <b>Root Cause:</b> As a newer campus with a small staff, accountability by the administration was lessened by the need to maintain safety, order, and security at various times throughout the school year, which often coincided with the need to build and assist teacher and staff capacity through challenging student conduct concerns.</p>
<p><b>Problem Statement 2:</b> As a newer campus entering a 3rd school year with a student population of 3 feeder patterns, it is evident some students have experienced trauma and need additional academic and social-emotional support. <b>Root Cause:</b> Randle HS is entering its 3rd school year, and it is comprised of 3 feeder patterns. Students have experienced some challenges: difficulty adjusting to a new campus, a more significant than average number of students retained in their educational history, and some students' primary residence being a group home, RTC, or emergency shelter.</p>

## Perceptions

**Problem Statement 1:** 64% of parents/guardians believe their child (or children) are safe at school. **Root Cause:** Social media posts by upset parents or "fake"/gossip pages created by students skew the narrative, developing angst and doubt about school safety.

**Problem Statement 3:** 51% of students agree there is a teacher, counselor, or other staff member to whom they can go to for help with a personal problem. **Root Cause:** Randle HS is experiencing the aftermath of COVID, where students are re-identifying themselves, their values/goals, and school connectedness. Many students have been able to disconnect from in-person, human connections (often finding pseudo-comfort in screens and being reserved); therefore, they lack interpersonal skills and emotional expression -- true belonging, and not just "fitting in."

**Problem Statement 4:** 55% of parents/guardians, 63% of staff, and 53% of students believe discipline is enforced fairly at school. **Root Cause:** The PBIS committee is in its 2nd year and has now had formal training. With the 2023-24 standardized matrix and discipline flow chart, students and teachers are set up for success, creating clearly defined student behavioral expectations.

**Problem Statement 6:** 52% of students strongly agree or agree they are praised for good work at school. **Root Cause:** Students are celebrated for all "A" and "A"- "B" honor roll by six weeks grading period; however, it was not consistent. Some students' successes in certain programs were promoted and highlighted; others were not, due to lack of exposure and shared information.

**Problem Statement 7:** 45% of students strongly agree or agree they have seen alcohol or drugs at school. **Root Cause:** Vaping disciplinary offenses have increased on campus, and students are finding various places to conceal them on their person or belongings. Students are utilizing vaping as a coping strategy to "be happy."

**Goal 3:** By May 2024, TRHS students will increase student support by 15% (51-66) in personal experience response statements and 18% (72-90) in school experience response statements as both individuals and learners, as evidenced by the 2024 campus climate survey results, where students indicate they can find help for both personal and school problems, respectively.

**Performance Objective 3:** CCMR: TRHS students will have an informed college- and career-ready, four-year graduation plan (100%).

**HB3 Goal**



**Evaluation Data Sources:** Administrators





\*\*\*Counselors

College and Career Facilitator (CCF)

SchoolLinks reports

Skyward reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 100% of TRHS 11th and 12th grade students will take the TSIA2 or be considered CCMR after completing Texas College Bridge.</p> <p><b>Strategy's Expected Result/Impact:</b> By requiring all 11th and 12th grade students to complete the TSIA2, it increases the likelihood they will be eligible to enroll in any dual credit course offered on the campus, as well as allow for a satisfactory TSIA2 score to substitute for STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators ***Testing coordinator Counselors Teachers Staff</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> TSIA2 Exams (800 Count @ \$29/student) - 211 Title I, Part A - \$23,200</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will increase the number of students participating in taking the AP (advanced placement) exams, as well as the student enrollment in OnRamps and dual credit courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their enrollment in OnRamps and dual credits by 30% since last school year, and at least 90% of students enrolled in AP courses will also take the associated AP exam.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Testing coordinator ***AP coordinator Dual credit/OnRamps coordinator Advanced Academics teachers</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> OnRamps Course Fee Scholarships (146 total enrollment w/50% w/\$100 scholarships - 73 students cost)) - 211 Title I, Part A - \$7,300</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> TRHS will increase the number of students on track to complete their CTE pathway.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students will be on track.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators ***Counselors ***CTE Department Chair CTE Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 5</p> <p><b>Funding Sources:</b> CTE Pathway Support - 211 Title I, Part A - \$5,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** As a newer campus entering a 3rd school year with a student population of 3 feeder patterns, it is evident some students have experienced trauma and need additional academic and social-emotional support. **Root Cause:** Randle HS is entering its 3rd school year, and it is comprised of 3 feeder patterns. Students have experienced some challenges: difficulty adjusting to a new campus, a more significant than average number of students retained in their educational history, and some students' primary residence being a group home, RTC, or emergency shelter.

**Perceptions**

**Problem Statement 5:** 65% of students strongly disagree or disagree that their teachers show how lessons relate to life outside of school. **Root Cause:** Teachers feel pressure to "get through" the curriculum and miss the teachable moments -- where and how to make learning relevant and visible for our students.

# State Compensatory

## Budget for Randle High School

**Total SCE Funds:** \$21,747.00

**Total FTEs Funded by SCE:** 3.53

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

As of 10/11/2023, 1785 students are supported by the testing coordinator (1 FTE). As of 10/4/2023, 39 students are supported by one credit restoration teacher part-time (0.44 FTE) for approximately 66 failed courses. In addition, as of 10/4/2023, 58 students are supported by the other credit restoration teacher part-time (0.56 FTE) for approximately 112 failed courses. Also, as of 10/4/2023, those same 97 students have a consistent, full-time paraprofessional (1 FTE) who acts as a liaison between the students and the content area teachers to ensure students are on track to earn class credit.

## Personnel for Randle High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brooks Haack	Credit Restoration & Football Coach	0.57
Raquel McNeal	Credit Restoration & Cross Country Coach	0.43
Tanesha Turner	English	1
Vicki Garcia	Credit Restoration Aide	1
Willie Yarber	College Career Facilitator	0.53

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Prince	English 2 Teacher	Title 1	1.00
Vicki Dietlein	Testing Coordinator	Title I	1.00



# Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	John Montelongo	Principal
Other Campus Leader	Katrina Guillory	Associate Principal
Other Campus Leader	Erika Bogarty	Assistant Principal
Other Campus Leader	Brian Randle	Campus Athletic Coordinator
Other Campus Leader	Tracy Walton	Librarian
Nurse	Jennifer Folkens	Nurse
Paraprofessional	Roxanne Villafranco	Administrative Assistant to Principal
Non-classroom Professional	Willie Yarber	College and Career Facilitator (CCF)
School Resource Officer (SRO)	Phillip Jackson	LCISD Police Officer
Other Campus Leader	David "Chris" Burkhalter	Assistant Principal
Classroom Teacher	Travis Murnane	Special Education Department Chair
Non-classroom Professional	Monica Crane	Registrar
Other Campus Leader	Samson Kim	Assistant Principal

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	John Montelongo	Principal
Other Campus Leader	Katrina Guillory	Associate Principal
District-level Professional	David Pollard	School Safety Coordinator
District-level Professional	Marva O'Neal	Director of State & Federal Programs
Non-classroom Professional	Tracy Walton	Librarian
Non-classroom Professional	Audrea Smith	10th Grade Counselor
Paraprofessional	Roxanne Villafranco	Administrative Assistant to Principal
Classroom Teacher	Candice Brantley	English Department Chair
Other Campus Leader	LaTonya Chalmers	Instructional Coach
Classroom Teacher	Michael Bolger	Science Department Chair
Classroom Teacher	Clifton Self	Social Studies Department Chair
Classroom Teacher	Samantha McManus	Fine Arts Department Chair
Classroom Teacher	Travis Murnane	Special Education Department Chair
Paraprofessional	Latisha Major	Administrative Assistant to Associate Principal
District-level Professional	Lindsey Troutman	Executive Director of Advanced Academics & Career Readiness
Parent	Jac Norman	Parent
Parent	Leonard Garza	Parent
Community Representative	Marcus Lee	Community Representative
Community Representative	Milimo "Millie" Reed	Community Representative
Classroom Teacher	Diaundria Davis	LOTE Department Chair
Classroom Teacher	Phillip Thielemann	CTE Department Chair
Classroom Teacher	Tanesha Turner	ESL Teacher & Coach
Classroom Teacher	Ashley Stokes	Math Department Chair
Other Campus Leader	Tasha Kinney	Instructional Coach
Other Campus Leader	Raquel "Dee" McNeal	Assistant Campus Athletic Coordinator
Non-classroom Professional	Willie Yarber	College and Career Facilitator (CCF)

# Student Support Team

Committee Role	Name	Position
Other Campus Leader	Katrina Guillory	Associate Principal
Other Campus Leader	Erika Bogarty	Assistant Principal
Non-classroom Professional	Audrea Smith	Counselor
Classroom Teacher	Lashay Shotwell	English Teacher
Classroom Teacher	Travis Murnane	Math Teacher
Other Campus Leader	David "Chris" Burkhalter	Assistant Principal
Other Campus Leader	Samson Kim	Assistant Principal

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Personnel - Testing Coordinator (50%)		\$31,359.63
1	1	1	English PD/PL Training Materials/Resources		\$5,094.00
1	1	1	Personnel - English Teacher (100%)		\$62,719.25
1	2	1	Special Education English PD/PL Training Materials/Resources		\$1,500.00
2	1	1	Personnel - Instructional Coach (50%)		\$31,359.62
2	1	1	Math PD/PL Training Materials/Resources		\$2,796.50
2	2	1	Special Education Math PD/PL Training Materials/Resources		\$1,500.00
3	1	1	Student Club/Organizations Support, Materials, & Resources		\$5,000.00
3	1	2	Informative Videos & Signage		\$1,000.00
3	1	3	Parent Engagement Event Refreshments		\$2,000.00
3	1	3	Parent Engagement Event Resources & Materials		\$2,000.00
3	1	4	Student Planners		\$16,000.00
3	2	2	Trusted Adult Program		\$2,044.00
3	2	2	PBIS Incentives		\$1,272.00
3	2	2	PBIS Rewards		\$1,272.00
3	3	1	TSIA2 Exams (800 Count @ \$29/student)		\$23,200.00
3	3	2	OnRamps Course Fee Scholarships (146 total enrollment w/50% w/\$100 scholarships - 73 students cost)		\$7,300.00
3	3	3	CTE Pathway Support		\$5,000.00
<b>Sub-Total</b>					\$202,417.00
<b>Budgeted Fund Source Amount</b>					\$202,417.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	MTSS (including HB4545 English tutorials and addressing academics, attendance, & behavior) Resources & Materials		\$25,915.12
1	1	4	Student Laptop Carts (2)		\$66,000.00

**199 PIC 30 State SCE Title I-A, Schoolwide Activit**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	MTSS (including HB4545 English tutorials and addressing academics, attendance, & behavior) Personnel		\$77,742.59
2	1	4	MTSS (including HB4545 Math tutorials and addressing academics, attendance, & behavior) Personnel		\$45,031.38
2	1	4	Student Laptop Cart		\$33,000.00
2	1	4	MTSS (including HB4545 Math tutorials and addressing academics, attendance, & behavior) Resources & Materials		\$25,915.12
<b>Sub-Total</b>					\$273,604.21
<b>Budgeted Fund Source Amount</b>					\$273,604.21
<b>+/- Difference</b>					\$0.00

**199 PIC 25 State Bilingual/ESL**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	Emergent Bilingual (EB) English PD/PL Training Materials/Resources		\$750.00
1	3	1	Emergent Bilingual (EB) English Student Incentives		\$510.00
1	3	1	Emergent Bilingual (EB) English PD/PL Session Refreshments		\$250.00
2	3	1	Emergent Bilingual (EB) Math PD/PL Session Refreshments		\$250.00
2	3	1	Emergent Bilingual (EB) Math PD/PL Training Materials/Resources		\$750.00
2	3	1	Emergent Bilingual (EB) Math Student Incentives		\$260.00
3	1	3	Parent Engagement Event Refreshments		\$1,000.00
3	1	3	School-wide Language Translation Software		\$1,000.00
<b>Sub-Total</b>					\$4,770.00
<b>Budgeted Fund Source Amount</b>					\$4,770.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$480,791.21
<b>Grand Total Spent</b>					\$480,791.21
<b>+/- Difference</b>					\$0.00