

**Fort Bend Independent School District**  
**Clements High School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Clements High School is a diverse community of lifelong learners which seeks to enhance each student's potential for academic excellence and social responsibility.

## Vision

**Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#). [En Español](#).**

To be a school in which students engage in "modern and relevant" learning experiences.

## Value Statement

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student enrollment increased - 2560 compared to 2488 last year.

CHS is a diverse campus!

Hispanic – 13.2%

Asian – 54.61%

African American – 7.46

White – 20.23%

SPED – 8.05%, 206 total (H-20.39%, A-32.03%, AA-11.16%, W-31.07%, 2+Races-4.85%, AI-.49%)

LEP – 7.07%, 181 total (H-17.13%, A-62.98%, AA-1.1%, W-14.92%, 2+Races-1.66%, AI-1.66%)

GT – 19.1%, 489 total (H-4.09%, A-79.35%, AA-1.02%, W-10.63%, 2+Races-4.7%)

504 – 7.27%, 186 total (H-21.51%, A-26.34%, AA-5.38%, W-42.47%, 2+Races-4.3%)

Economic Disadvantage – 22.38%, 573 total (H-18.32%, A-43.63%, AA-16.23%, W-17.28%, 2+Races-3.83%, AI-.7%)

Attendance – Increase in all categories. Especially with 11th and 12th graders

Overall Cumulative: 2022-2023=95.77%; 2021-2022=93.9%; 2020-2021=98.16%; 2019-2020=96.88%

Hispanic- 94.51% (+2.37)

Asian- 96.57% (+1.5)

African American- 95.26% (+2.75)

White- 94.79% (+2.07)

9th- 96.05% (+.87)

10th- 96.01% (+1.22)

11th- 96.10% (+2.29)

12th- 94.81% (+3.13)

## CCMR

Of the 2023 graduating class, 130 student had not met CCMR standards, based on OnDataSuite early warning system data. 30 of those students were SPED. 20 were LEP. 49 were Asian, 22 African American, 27 Hispanic, 28 White.

## Demographics Strengths

Attendance – Increased in all categories. Especially with 11th and 12th graders

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Some students are slipping through the cracks regarding CCMR. **Root Cause:** Limited awareness of CCMR requirements.

# Student Learning

## Student Learning Summary

A=88% for new Rating

Course Selection Pathways

Continue to advertise Reese Center for IBC

Keep AP exam registration consistent and continue to meet their academic needs to score well on the AP exam

Enrollment and Completion of OnRamps

Increase TSI Testing for Math/Reading on students who are not successful on SAT Math (530), SAT Reading (480), ACT Math 19 (23) or ACT Reading 19(23).

We continue to have high participation in AP testing post-pandemic. Continue to meet the needs of our AP students in class to score 3+ on their AP exams. Coming out of the pandemic for a full year, we have seen a decrease in the number of students pursuing Reese and IBC's. We will work to advertise and encourage students to consider pursuing courses at Reese.

## Student Learning Strengths

AP Exams:

2021: 934 students took 2014 exams

767 students scored a 3+ (82.1% of testers)

2022: 1021 students took 2642 exams

920 students scored 3+ (90.1% of testers)

CCMR:

2020-2021 80.8% Graduating Seniors

2021-2022 78.5% Graduating Seniors (District 55.5%)

African American 60%, Hispanic 63%, White 71%, American Indian 67%, Asian 88%, Two or More 88%, SPED 48%, Economically Disadvantaged 54%,

EL 60%

117 Industry Based Certifications

68 Dual Credit English

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

**Problem Statement 1 (Prioritized):** Some students are still catching up regarding their basic academic skills after the pandemic. Example, Algebra 1 EOC scores. **Root Cause:** Lack of relationship building, student engagement, purposeful planning.

# School Processes & Programs

## School Processes & Programs Summary

CHS students self-report that they could demonstrate more respect for each other, students report a need to demonstrate/integrity

Passively engaged Sponsors and increasing active club membership and activity.

Identify and engaging students who are not active in any club or school organization, help them to find a group within CHS to grow and thrive, academically and socially. Increase their personal investment in school community.

We need appropriate staffing for CTE for our campus demands.

CHS can do a better job of encouraging teacher leaders to bring up their colleagues, particularly in the areas of classroom management, engagement, and content-specific topics. We will implement Team Leader meetings each semester to help these teacher leaders to better support their PLC members.

The PLL position has been eliminated; CHS would like to find a way for our very talented PLL to continue to support campus PD.

CHS struggles to hire and retain quality Special Education teachers and paraprofessionals. CHS administrators and SpEd department head have worked to re-arrange classroom coverage and hope to be fully staffed in August.

## School Processes & Programs Strengths

CHS Students and Staff report a high level of rapport, respect and communication for each other (based on Krall School Culture and Values Survey-sample size 250 students).

CHS students appreciate the campus diversity, culture and extracurricular activities. Over 80 clubs on campus.

Student Participation and Engagement Level in Campus Clubs and club variety for maximum inclusivity.

Advanced Level Courses/Testing

CCMR- see student readiness

Teacher Planning and Student Lesson Engagement/Active and Authentic Learning

CTE

CHS has 167 teachers and 20 educational aides. Staff filed 1,970 absences (as of 4/21/23) with an 82% fill rate. The unfilled absences were covered by available staff.

CHS has continued our efforts to host teacher-led campus PD sessions. Staff have more buy-in when learning from their colleagues. Campus PD topics this year included smart screen integration, classroom engagement, and classroom literary skills/vocabulary strategies.

CHS has continued to hone the hiring process by re-vamping our interview questions and including department heads/teacher leaders in interviews.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Recruiting and retaining quality Special Education teachers and paraprofessionals is a challenge. **Root Cause:** Applicant pool is limited. Positions may be unappealing, perception of working with SPED students.

# Perceptions

## Perceptions Summary

Based on observations from open houses, freshmen experiences, and various other school events, we felt satisfied with the work done and the level of engagement from staff, students, and parents. We would like to continue creating a more inclusive, safe, culture where everyone feels welcome in becoming engaged in our Ranger community.

Overall, we are satisfied with the efforts to create a safe, inclusive culture as CHS. We desire to continue those efforts, especially due to the lingering effects of the pandemic. We saw a visible effort to create a more inclusive, supportive culture for staff and students. There was also an increased effort in seeking and receiving feedback from teachers, department leaders, etc. regarding a number of issues including PBIS strategies, coverage during lunches, safety and security, and PD. Students have especially have jumped back into building up school culture after a difficult 18 months due to the pandemic.

Overall, we are satisfied with the results of the Student Engagement Report. CHS scored below the high school average on 19 items across all the dimensions, but the overall dimension average for CHS was below the high school average for Behavioral Engagement and Emotional Engagement. We will analyze all 19 of the items where we fell below average but we will emphasize the factors where we noted the most challenges, specifically “Motivation for Learning”.

Areas of Focus:

School Culture

Community events

School programs (during and outside of school hours)

Safe and secure – not just the physical building, but also socially and emotionally.

## Perceptions Strengths

An active and fully engaged VIPS organization (parent organization). They provide volunteers for many school events and initiatives.

Regular community wide communications from the principal and other campus leaders.

Many parent and community meetings, activities, and events such as open houses, sports, club activities and events, I-Fest.

We have provided translation when possible during parent meetings, including Spanish and Mandarin Chinese.

Visible effort to create a more inclusive, supportive culture for staff and students.

Increased effort in seeking and receiving feedback from teachers, department leaders, etc.

Many students are engaged in the school culture. Great participation in clubs, teams, groups, etc.

Several mentorship programs.

Freshman experiences.

Positive office referrals to help encourage a culture of positivity.

Discipline disproportionality rates are all in the green

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Some students are still not feeling connected with the school and community. It is not necessarily a safe space for them. **Root Cause:** Socioemotional challenges. Campus or campus culture is not as inviting for some students.

# Priority Problem Statements

**Problem Statement 1:** Some students are slipping through the cracks regarding CCMR.

**Root Cause 1:** Limited awareness of CCMR requirements.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Some students are still catching up regarding their basic academic skills after the pandemic. Example, Algebra 1 EOC scores.

**Root Cause 2:** Lack of relationship building, student engagement, purposeful planning.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Some students are still not feeling connected with the school and community. It is not necessarily a safe space for them.

**Root Cause 3:** Socioemotional challenges. Campus or campus culture is not as inviting for some students.

**Problem Statement 3 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 1:** By June 2024, CHS will enhance classroom instruction and engagement through the implementation of student ownership of learning practices, relevant professional development, and effective PLC practices as evidenced through the indicators of success.

- Indicators of Success:**
1. Increased student engagement observed during walk-throughs: 1. Active listening and participation, 2. Student-centered activities, 3. Teachers provide an opportunity for and model feedback, 4. Students engage in giving/receiving feedback using tools and protocols for both self and peer assessment. Measured by Walk-through tool
  2. Authentic assignments and assessments aligned with district curriculum scope and sequence that are also relevant to life outside of school. Measured by Walk-through tool
  3. Increased teacher involvement in the planning and conducting of professional development. Focus on PLC effectiveness and student ownership of learning. Measured by PD documentation and reports
  4. Increased PLC effectiveness observed during PLC walkthroughs. Measured by PLC reporting form
  5. Increased Algebra I "Masters" EOC scores. Measured by EOC data
  6. Measured in applicable discipline data: 1. Cell phone use, 2. Skipping, 3. Disrupting the Educational Environment. Measured by Discipline data
  7. Increased cooperation and collaboration between GT students, their parents, and their GT monitoring teachers. Measured by collected documentation.
  8. Increased and improved enrichment opportunities for GT students, accelerated instruction for HB4545 students, character development opportunities for all students, interventions for 11th and 12th graders not yet meeting a CCMR indicator, and interventions for students struggling with high school life.
  9. Improvement in overall behavioral and cognitive engagement as measured by the annual student engagement survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher involvement in the planning and conducting of professional development. PD opportunities with a focus on student ownership of learning, student engagement, and PLC effectiveness.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative evidence:</p> <ol style="list-style-type: none"> <li>By MOY, 50% of teachers scoring Accomplished on the student engagement portion of CWT tool.</li> <li>By the end of the Fall semester, have 30% teachers involved in shaping campus PD.</li> <li>By MOY, increase the percentage high functioning PLCs to 50%.</li> <li>By the end of the Fall semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device), skipping, and disrupting the educational environment.</li> <li>By MOY, 90% GT students have co-created and made progress toward their academic and affective goals.</li> <li>By the end of the Fall semester, increase the number and the quality of opportunities/interventions in the following areas: GT students, HB4545 students, character development, CCMR indicators, dropout prevention.</li> </ol> <p>Summative evidence:</p> <ol style="list-style-type: none"> <li>By EOY, 75% of teachers scoring Accomplished on the student engagement portion of CWT tool.</li> <li>By the end of the Spring semester, have 50% teachers involved in shaping campus PD.</li> <li>By EOY, increase the percentage high functioning PLCs to 75%.</li> <li>By the end of the Spring semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device), skipping, and disrupting the educational environment.</li> <li>By EOY, 100% GT students have co-created and made progress toward their academic and affective goals.</li> <li>By the end of the Spring semester, increase the number and the quality of opportunities/interventions in the following areas: GT students, HB4545 students, character development, CCMR indicators, dropout prevention.</li> <li>By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 23-24 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 23-24 Student Engagement Survey at by 1%.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus administrators regularly visit classrooms and PLC meetings in order to provide constructive feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative evidence:</p> <ol style="list-style-type: none"> <li>By MOY, 50% of teachers scoring Accomplished on the student engagement portion of CWT tool.</li> <li>By the end of the Fall semester, have 30% teachers involved in shaping campus PD.</li> <li>By MOY, increase the percentage high functioning PLCs to 50%.</li> <li>By the end of the Fall semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device), skipping, and disrupting the educational environment.</li> <li>By MOY, 90% GT students have co-created and made progress toward their academic and affective goals.</li> <li>By the end of the Fall semester, increase the number and the quality of opportunities/interventions in the following areas: GT students, HB4545 students, character development, CCMR indicators, dropout prevention.</li> </ol> <p>Summative evidence:</p> <ol style="list-style-type: none"> <li>By EOY, 75% of teachers scoring Accomplished on the student engagement portion of CWT tool.</li> <li>By the end of the Spring semester, have 50% teachers involved in shaping campus PD.</li> <li>By EOY, increase the percentage high functioning PLCs to 75%.</li> <li>By the end of the Spring semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device), skipping, and disrupting the educational environment.</li> <li>By EOY, 100% GT students have co-created and made progress toward their academic and affective goals.</li> <li>By the end of the Fall semester, increase the number and the quality of opportunities/interventions in the following areas: GT students, HB4545 students, character development, CCMR indicators, dropout prevention.</li> <li>By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 23-24 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 23-24 Student Engagement Survey at by 1%.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will improve engagement through building positive relationships (PBIS) within their classroom, providing feedback opportunities, and maintaining an effective learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative evidence:</p> <ol style="list-style-type: none"> <li>By MOY, 50% of teachers scoring Accomplished on the student engagement portion of CWT tool.</li> <li>By the end of the Fall semester, have 30% teachers involved in shaping campus PD.</li> <li>By MOY, increase the percentage high functioning PLCs to 50%.</li> <li>By the end of the Fall semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device), skipping, and disrupting the educational environment.</li> <li>By MOY, 90% GT students have co-created and made progress toward their academic and affective goals.</li> <li>By the end of the Fall semester, increase the number and the quality of opportunities/interventions in the following areas: GT students, HB4545 students, character development, CCMR indicators, dropout prevention.</li> </ol> <p>Summative evidence:</p> <ol style="list-style-type: none"> <li>By EOY, 75% of teachers scoring Accomplished on the student engagement portion of CWT tool.</li> <li>By the end of the Spring semester, have 50% teachers involved in shaping campus PD.</li> <li>By EOY, increase the percentage high functioning PLCs to 75%.</li> <li>By the end of the Spring semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device), skipping, and disrupting the educational environment.</li> <li>By EOY, 100% GT students have co-created and made progress toward their academic and affective goals.</li> <li>By the end of the Fall semester, increase the number and the quality of opportunities/interventions in the following areas: GT students, HB4545 students, character development, CCMR indicators, dropout prevention.</li> <li>By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 23-24 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 23-24 Student Engagement Survey at by 1%.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 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 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 - Perceptions 1 <b>Funding Sources:</b> - 199 General Fund SCE - \$4,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> GT students and their parents, with guidance from a monitoring teacher, will co-create the student's academic and affective goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative evidence:</p> <ol style="list-style-type: none"> <li>By MOY, 50% of teachers scoring Accomplished on the student engagement portion of CWT tool.</li> <li>By the end of the Fall semester, have 30% teachers involved in shaping campus PD.</li> <li>By MOY, increase the percentage high functioning PLCs to 50%.</li> <li>By the end of the Fall semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device), skipping, and disrupting the educational environment.</li> <li>By MOY, 90% GT students have co-created and made progress toward their academic and affective goals.</li> <li>By the end of the Fall semester, increase the number and the quality of opportunities/interventions in the following areas: GT students, HB4545 students, character development, CCMR indicators, dropout prevention.</li> </ol> <p>Summative evidence:</p> <ol style="list-style-type: none"> <li>By EOY, 75% of teachers scoring Accomplished on the student engagement portion of CWT tool.</li> <li>By the end of the Spring semester, have 50% teachers involved in shaping campus PD.</li> <li>By EOY, increase the percentage high functioning PLCs to 75%.</li> <li>By the end of the Spring semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device), skipping, and disrupting the educational environment.</li> <li>By EOY, 100% GT students have co-created and made progress toward their academic and affective goals.</li> <li>By the end of the Fall semester, increase the number and the quality of opportunities/interventions in the following areas: GT students, HB4545 students, character development, CCMR indicators, dropout prevention.</li> <li>By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 23-24 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 23-24 Student Engagement Survey at by 1%.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator, COGS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Academic opportunities and interventions will be created and offered to foster student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative evidence:</p> <ol style="list-style-type: none"> <li>By MOY, 50% of teachers scoring Accomplished on the student engagement portion of CWT tool.</li> <li>By the end of the Fall semester, have 30% teachers involved in shaping campus PD.</li> <li>By MOY, increase the percentage high functioning PLCs to 50%.</li> <li>By the end of the Fall semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device), skipping, and disrupting the educational environment.</li> <li>By MOY, 90% GT students have co-created and made progress toward their academic and affective goals.</li> <li>By the end of the Fall semester, increase the number and the quality of opportunities/interventions in the following areas: GT students, HB4545 students, character development, CCMR indicators, dropout prevention.</li> </ol> <p>Summative evidence:</p> <ol style="list-style-type: none"> <li>By EOY, 75% of teachers scoring Accomplished on the student engagement portion of CWT tool.</li> <li>By the end of the Spring semester, have 50% teachers involved in shaping campus PD.</li> <li>By EOY, increase the percentage high functioning PLCs to 75%.</li> <li>By the end of the Spring semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device), skipping, and disrupting the educational environment.</li> <li>By EOY, 100% GT students have co-created and made progress toward their academic and affective goals.</li> <li>By the end of the Fall semester, increase the number and the quality of opportunities/interventions in the following areas: GT students, HB4545 students, character development, CCMR indicators, dropout prevention.</li> <li>By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 23-24 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 23-24 Student Engagement Survey at by 1%.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p> <p><b>Funding Sources:</b> - 199 General Fund SCE - \$5,491</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Academic opportunities and interventions will be created for 11th and 12th grade students still needing one CCMR indicator.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative evidence:</p> <ol style="list-style-type: none"> <li>By MOY, 50% of teachers scoring Accomplished on the student engagement portion of CWT tool.</li> <li>By the end of the Fall semester, have 30% teachers involved in shaping campus PD.</li> <li>By MOY, increase the percentage high functioning PLCs to 50%.</li> <li>By the end of the Fall semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device), skipping, and disrupting the educational environment.</li> <li>By MOY, 90% GT students have co-created and made progress toward their academic and affective goals.</li> <li>By the end of the Fall semester, increase the number and the quality of opportunities/interventions in the following areas: GT students, HB4545 students, character development, CCMR indicators, dropout prevention.</li> </ol> <p>Summative evidence:</p> <ol style="list-style-type: none"> <li>By EOY, 75% of teachers scoring Accomplished on the student engagement portion of CWT tool.</li> <li>By the end of the Spring semester, have 50% teachers involved in shaping campus PD.</li> <li>By EOY, increase the percentage high functioning PLCs to 75%.</li> <li>By the end of the Spring semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device), skipping, and disrupting the educational environment.</li> <li>By EOY, 100% GT students have co-created and made progress toward their academic and affective goals.</li> <li>By the end of the Fall semester, increase the number and the quality of opportunities/interventions in the following areas: GT students, HB4545 students, character development, CCMR indicators, dropout prevention.</li> <li>By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 23-24 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 23-24 Student Engagement Survey by 1%.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> - 199 Career and Technical Education - \$3,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Some students are slipping through the cracks regarding CCMR. <b>Root Cause:</b> Limited awareness of CCMR requirements.</p>

### Student Learning

**Problem Statement 1:** Some students are still catching up regarding their basic academic skills after the pandemic. Example, Algebra 1 EOC scores. **Root Cause:** Lack of relationship building, student engagement, purposeful planning.

### Perceptions

**Problem Statement 1:** Some students are still not feeling connected with the school and community. It is not necessarily a safe space for them. **Root Cause:** Socioemotional challenges. Campus or campus culture is not as inviting for some students.

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 2:** By June 2024, CHS will improve PLC effectiveness in unit planning, instruction, and relevancy in the student experience through curriculum implementation as evidenced through the indicators of success.

- Indicators of Success:**
1. Increased use of campus-developed Unit Plan Overview. Measured by quarterly submissions.
  2. Increased evidence of unit planning and curriculum/pacing adherence. Measured by PLC Reporting Form.
  3. Increased real-world connections to improve relevancy. Measured by Walk-through tool, district feedback surveys
  4. Increased collaborative analysis of student work by proficiency levels to determine strengths and needs for each group of students and creating an action plan. Measured by PLC Reporting Form.
  5. Improvement in overall behavioral and cognitive engagement as measured by the Annual Student Engagement Survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PLC's will collaborate in unit planning by using backward planning strategies and district curriculum and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative evidence:</p> <ol style="list-style-type: none"> <li>By MOY, 50% of teachers submitting high quality Unit Plan Overviews.</li> <li>By MOY, 50% of PLCs demonstrate quality unit planning and curriculum/pacing adherence on the PLC reporting form.</li> <li>By MOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 50%.</li> <li>By MOY, 50% of PLCs creating action plans based on the analysis of student work as reported on the PLC reporting form.</li> </ol> <p>Summative evidence:</p> <ol style="list-style-type: none"> <li>By EOY, 75% of teachers submitting high quality Unit Plan Overviews.</li> <li>By EOY, 75% of PLCs demonstrate quality unit planning and curriculum/pacing adherence on the PLC reporting form.</li> <li>By EOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 75%.</li> <li>By EOY, 75% of PLCs creating action plans based on the analysis of student work as reported on the PLC reporting form.</li> <li>By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 23-24 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 23-24 Student Engagement Survey at by 1%.</li> </ol> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PLC's will plan relevant learning experiences to help students connect the value of their learning at school to life outside of the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative evidence:</p> <ol style="list-style-type: none"> <li>By MOY, 50% of teachers submitting high quality Unit Plan Overviews.</li> <li>By MOY, 50% of PLCs demonstrate quality unit planning and curriculum/pacing adherence on the PLC reporting form.</li> <li>By MOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 50%.</li> <li>By MOY, 50% of PLCs creating action plans based on the analysis of student work as reported on the PLC reporting form.</li> </ol> <p>Summative evidence:</p> <ol style="list-style-type: none"> <li>By EOY, 75% of teachers submitting high quality Unit Plan Overviews.</li> <li>By EOY, 75% of PLCs demonstrate quality unit planning and curriculum/pacing adherence on the PLC reporting form.</li> <li>By EOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 75%.</li> <li>By EOY, 75% of PLCs creating action plans based on the analysis of student work as reported on the PLC reporting form.</li> <li>By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 23-24 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 23-24 Student Engagement Survey at by 1%.</li> </ol> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> PLC's will intentionally plan opportunities for students to engage in self and peer assessment using authentic student learning and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative evidence:</p> <ol style="list-style-type: none"> <li>By MOY, 50% of teachers submitting high quality Unit Plan Overviews.</li> <li>By MOY, 50% of PLCs demonstrate quality unit planning and curriculum/pacing adherence on the PLC reporting form.</li> <li>By MOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 50%.</li> <li>By MOY, 50% of PLCs creating action plans based on the analysis of student work as reported on the PLC reporting form.</li> </ol> <p>Summative evidence:</p> <ol style="list-style-type: none"> <li>By EOY, 75% of teachers submitting high quality Unit Plan Overviews.</li> <li>By EOY, 75% of PLCs demonstrate quality unit planning and curriculum/pacing adherence on the PLC reporting form.</li> <li>By EOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 75%.</li> <li>By EOY, 75% of PLCs creating action plans based on the analysis of student work as reported on the PLC reporting form.</li> <li>By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 23-24 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 23-24 Student Engagement Survey at by 1%.</li> </ol> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Some students are slipping through the cracks regarding CCMR. <b>Root Cause:</b> Limited awareness of CCMR requirements.</p>

### Student Learning

**Problem Statement 1:** Some students are still catching up regarding their basic academic skills after the pandemic. Example, Algebra 1 EOC scores. **Root Cause:** Lack of relationship building, student engagement, purposeful planning.

### Perceptions

**Problem Statement 1:** Some students are still not feeling connected with the school and community. It is not necessarily a safe space for them. **Root Cause:** Socioemotional challenges. Campus or campus culture is not as inviting for some students.

**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

**Performance Objective 1:** By June 2024, CHS will improve campus culture and climate and student social emotional learning through the implementation of the student ownership behavior framework, PBIS strategies, and social emotional learning and engagement protocols as evidenced through the indicators of success.

**Indicators of Success:** 1. Counseling team:

- \* Monthly Admin-Counselor meetings
- \* Increase one-on-one student conferences
- \* Hold small group sessions

Measured by Documentation and reports

2. Improve the frequency and quality of social-emotional learning opportunities campus-wide (students and adults).

- \* Improve the variety, frequency, and quality of inclusive events and activities.
- \* Provide mental health topic discussion meetings.
- \* Provide informational meetings on a variety of mental health and social emotional issues.

Measured by Documentation and reports.

3. Increased use of PBIS strategies in the classroom. Measured by Discipline data.

4. Implementation of Ranger Pride Points. Measured by Student and staff participation.

5. Improvement in overall behavioral and emotional engagement as measured by the Annual Student Engagement Survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counseling team increases visibility and creates opportunities to engage with students, parents, and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative evidence: Formative evidence:</p> <ol style="list-style-type: none"> <li>1. Increased visibility and opportunities for the counseling team to engage directly with students and adults.</li> <li>2. Increased number of opportunities for everyone to learn, interact, and be engaged in the school culture/community.</li> <li>3. Professional development emphasis regarding PBIS, including teacher supports.</li> <li>4. By the end of the Fall semester, decrease the number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment.</li> </ol> <p>Summative Evidence:</p> <ol style="list-style-type: none"> <li>1. By June 2024, increase averages in the Behavioral Engagement Dimension, the Motivation for Learning factor under the Emotional Engagement Dimension, and the Academic Goals, Future Plans, and Aspirations Factor under the Cognitive Engagement Dimension of the student engagement survey.</li> <li>2. By the end of the Spring semester, decrease the annual number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment.</li> <li>3. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 23-24 Student Engagement Survey by at least 3.5% and the Emotional Engagement Dimension of the 23-24 Student Engagement Survey by 1.5%.</li> </ol> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Throughout the school year, develop opportunities to create positive interactions between students/parents and the school (staff, other students, building). Brainstorm ideas in department head meetings, department meetings, and the various committee meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative evidence:</p> <ol style="list-style-type: none"> <li>1. Increased visibility and opportunities for the counseling team to engage directly with students and adults.</li> <li>2. Increased number of opportunities for everyone to learn, interact, and be engaged in the school culture/community.</li> <li>3. Professional development emphasis regarding PBIS, including teacher supports.</li> <li>4. By the end of the Fall semester, decrease the number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment.</li> </ol> <p>Summative Evidence:</p> <ol style="list-style-type: none"> <li>1. By June 2024, increase averages in the Behavioral Engagement Dimension, the Motivation for Learning factor under the Emotional Engagement Dimension, and the Academic Goals, Future Plans, and Aspirations Factor under the Cognitive Engagement Dimension of the student engagement survey.</li> <li>2. By the end of the Spring semester, decrease the annual number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment.</li> <li>3. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 23-24 Student Engagement Survey by at least 3.5% and the Emotional Engagement Dimension of the 23-24 Student Engagement Survey at by 1.5%.</li> </ol> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> - 199 General Fund SCE - \$7,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide PBIS refreshers and support.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative evidence:</p> <ol style="list-style-type: none"> <li>1. Increased visibility and opportunities for the counseling team to engage directly with students and adults.</li> <li>2. Increased number of opportunities for everyone to learn, interact, and be engaged in the school culture/community.</li> <li>3. Professional development emphasis regarding PBIS, including teacher supports.</li> <li>4. By the end of the Fall semester, decrease the number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment.</li> </ol> <p>Summative Evidence:</p> <ol style="list-style-type: none"> <li>1. By June 2024, increase averages in the Behavioral Engagement Dimension, the Motivation for Learning factor under the Emotional Engagement Dimension, and the Academic Goals, Future Plans, and Aspirations Factor under the Cognitive Engagement Dimension of the student engagement survey.</li> <li>2. By the end of the Spring semester, decrease the annual number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment.</li> <li>3. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 23-24 Student Engagement Survey by at least 3.5% and the Emotional Engagement Dimension of the 23-24 Student Engagement Survey at by 1.5%.</li> </ol> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Some students are slipping through the cracks regarding CCMR. <b>Root Cause:</b> Limited awareness of CCMR requirements.</p>
Student Learning
<p><b>Problem Statement 1:</b> Some students are still catching up regarding their basic academic skills after the pandemic. Example, Algebra 1 EOC scores. <b>Root Cause:</b> Lack of relationship building, student engagement, purposeful planning.</p>

## Perceptions

**Problem Statement 1:** Some students are still not feeling connected with the school and community. It is not necessarily a safe space for them. **Root Cause:** Socioemotional challenges. Campus or campus culture is not as inviting for some students.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

# State Compensatory

## Budget for Clements High School

**Total SCE Funds:** \$24,991.00

**Total FTEs Funded by SCE:** 0

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

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. SCE funds are used to partially fund a position responsible for identifying and coordinating academic interventions designed to support student achievement on the STAAR assessment. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students in intervention classes designed to intervene directly with identified students in math and literacy. Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district and campus staff for addressing social-environment issues. We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. Specific campus strategies Under Performance Objective 1: - Teachers will improve engagement through building positive relationships (PBIS) within their classroom, providing feedback opportunities, and maintaining an effective learning environment. - Academic opportunities and interventions will be created and offered to foster student success. - Academic opportunities and interventions will be created for 11th and 12th grade students still needing one CCMR indicator. Under Performance Objective 3: - Throughout the school year, develop opportunities to create positive interactions between students/parents and the school (staff, other students, building). Brainstorm ideas in department head meetings, department meetings, and the various committee meetings. Tutorial pay for teachers for after school tutorials - \$4500 Supplies & Materials - \$5491 Transportation (busses for tutorials) - \$3000 Food and Misc. for mentor program - \$7000 Total - \$24,991