

Fort Bend Independent School District
Clements High School
2024-2025 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 - 2675 compared to 2488 last year.

CHS is a diverse campus!

Hispanic – 13.16%

Asian – 54.73%

African American – 7.36%

White – 20.07%

SPED – 8.79(H-20.43%, A-34.04%, AA-12.34%, W-27.23%, 2+Races-5.96%, AI- %) %, 235 total

LEP – 9.20%, 246 total (H-19.1%, A-63.41%, AA-2.03%, W-12.6%, 2+Races-1.63%, AI-1.22%) 1

GT – 17.76%, 475 total (H-5.26%, A-79.79%, AA-.84%, W-10.11%, 2+Races-4%, AI- %)

504 – 8.11%, 217 total (H-20.28%, A-29.95%, AA-5.07%, W-39.17%, 2+Races-5.53%, AI- %)

Economic Disadvantage – 21.87%, 585 total (H-18.63%, A-42.91%, AA-17.44%, W-15.9%, 2+Races-4.44%, AI-.68%)

Attendance – Small decreases in several categories.

Overall Cumulative: 2023-2024=95.5%; 2022-2023=95.77%; 2021-2022=93.9%; 2020-2021=98.16%

Hispanic-95.1%(+ .59)

Asian-96%(-.57)

African American-95.3%(+ .04)

White-94.8%(+ .01)

9th-96.3% (+.25)

10th-95.8%(-.21)

11th-95.7%(-.4)

12th-94.2%(-.61)

CCMR: 72% Graduating Seniors (District 52%) (5/8/24)

Demographics Strengths

Attendance increased in certain high focus groups which include At risk students, Emergent Bilingual students, and gifted and talented students. Our attendance also increased for our African American, White and Hispanic students as well as our overall 9th grade attendance rate increased 0.25%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall attendance decreased by .27 % from the previous year. Decreases in various sub-populations including Asian, 10th graders, 11th graders, 12th graders. In addition, special education students decreased by 1%. **Root Cause:** Did truancy numbers go up? Attendance requirement for exemptions increased from 4 to 8 days? CHS has specialized programs that are not offered at other campuses. Students in these programs tend to have excessive absences for various reasons.

Problem Statement 2 (Prioritized): 36% increase in our Emergent Bilingual population. 14.1% increase in SPED population. 16.7% increase in 504 population. GT % decreased 2.9%. 7.5% increase in overall student population over last 2 years. **Root Cause:** Since COVID, there is not a systematic approach to exit students from these programs. Fewer students exit LEP program due to challenges stemming from COVID.

Student Learning

Student Learning Summary

Enrollment and Completion of OnRampshas increased. CHS added 3 additional content areas that will offer an OnRamps option. These include Chemistry, College Algebra, and Economics.

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.

CHS implemented the utilization of STAAR interim assessments in all EOC tested subjects.

Content:	Did not meet (Campus/District)	Approaches	Meets	Masters
Algebra 1	14%/24%	12%/11%	17%/12%	57%/53%
Eng 1	6%/14%	4%/4%	24%/33%	67%/49%
Eng 1 EB	27%	9%	35%	29%
Eng 2	12%/17%	3%/6%	26%/37%	59%/40%
Eng 2 EB	42%	12%	33%	14%

EOC Scores for 2024

Meets:

Algebra I: 90% (increase from previous school year)

Biology: 97% (decreased from previous school year)

English I: 91% (increase from previous school year)

English II: 93% (no change from previous school year)

US History: 98% (increase from previous school year)

Course	2024	2023	2022
Algebra I	90%	87%	86%
Biology	97%	98%	98%
English I	91%	90%	92%
English II	93%	93%	93%
US History	98%	97%	99%

Masters:

Algebra I: 39% (increase from previous school year)

Biology: 50% (decreased from previous school year)

English I: 51% (increase from previous school year)

English II: 32% (decreased from previous school year)

US History: 70% (maintained from previous school year)

Course	2024	2023	2022
Algebra I	39%	37%	52%
Biology	50%	59%	58%
English I	51%	43%	41%
English II	32%	33%	30%
US History	70%	70%	78%

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

Student Learning Strengths

Algebra I EOC test scores increased in both meets and masters. Campus goal of obtaining 90% pass rate was achieved.

OnRamps enrollment in US History increased by 300% based on 2024-2025 course selection.

AP Exams administered has increased each year since 2020.

AP Exams: Increase every year since 2020.

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)

2023: 1354 students took 2958 exams

1,198 students scored 3+ (88% of testers)

CCMR:

2020-2021 80.8% Graduating Seniors
2021-2022 78.5% Graduating Seniors (District 55.5%)
2023-2024 72% Graduating Seniors (District 52%) (this needs updated when data comes in)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 19% of emergent bilingual students scored "did not meet" in ELA I. **Root Cause:** Language acquisition and reading comprehension are the main components of ELA I EOC test.

Problem Statement 2 (Prioritized): The number of students who mastered the Biology EOC exam decreased by 9% **Root Cause:** Staffing changes impacted this. The campus had an Instructional Apprentice for the 2023-2024 school year and a long term substitute for 2nd semester.

School Processes & Programs

School Processes & Programs Summary

Clements High School has 182 certified teachers and 20 educational aides. % Highly Qualified Staff

We are actively recruiting new candidates at every district job fair event. We are always looking for teachers who have a passion to teach in the community and want to help our students succeed. Teacher leaders, department heads and assistant principals participate in the hiring process for new teachers. They provide input on qualities needed to enhance the team for each content. We specifically and deliberately look for and target potential SPED candidates since we regularly are in need of inclusion and resource teachers as well as SPED paraprofessionals.

Zero-year teachers are strategically placed near experienced teachers who will provide more support in addition to their TAPP mentor teacher. We also piloting a program for teachers to observe other teachers during the school day.

Our staff attendance rate is 83.5%

The turnover rate from 2023-2024 school year was 7%.

Based on TTESS certification, as well as teachers that employ successful strategies that yield the best results for our high need students, highly effective staff is assigned to work with the highest need students.

Teacher mentorship program: Our teacher mentorship program provides support for new teachers to our campus.

Professional Development is provided to all teachers during district PD days based on campus needs. Campus administrators plan campus professional development tailored to teacher needs. We provide teacher led sessions to provide a similar learning experience that students receive in the classroom. Administrators utilized surveys and feedback forms from previous professional development days to continue to improve our practices to provide quality, meaningful professional development for our teachers. Administrators use formal and informal observations to determine campus needs to identify areas of focus that will benefit teachers for professional development.

Social/Emotional Programs from Counseling:

- Individual counseling with focuses on student specific issues, balance, stressors, feelings using positive self-talk, evaluating outcomes and encouraging students take responsibility. We address the five broad, interrelated areas of competence by providing and highlighting examples of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Mental health presentation for parents in fall in conjunction with our campus Social Worker and district Mental Health Professional. Presentation focuses on mental health awareness, emergent signs, and how to cope/prevent/help
- Mental health presentation for students – awareness, coping, through presentations, individual counseling, check-ins; presentations on anxiety, study habits, organizational skills, and interpersonal skills (including healthy relationships)
- Mental health presentation for staff – SEL awareness, suicidal ideations, awareness and what to do when you are presented with this

situation.

· Mental Health Club

· We address mental health topics through Peer 2 Peer Mentorship, Collaborative Communities, Expose 2 Excellence, Freshman Experience.

School Processes & Programs Strengths

Various culture building activities/clubs throughout the year:

- Ranger Camp— This camp occurs at the beginning of the year and allows students who are new to campus, freshman and new students, to become acclimated to the campus with various planned activities from our student leaders.
- Clubs – at Clements, we pride ourselves in a high level of extra-curricular engagement. With over 80 different clubs to join, our students have a plethora of opportunities to get involved, no matter what their interests might be. Club Fair –
- Homecoming Week
- Freshman Experience-Each month, we provide a freshman experience event for students to attend during their designated lunch period. Each month provides a different topic to discuss that will help students transition and prepare for their high school journey.
- Mentorship Program - The Peer Mentorship program pairs senior mentors with freshmen mentees. Senior mentors are identified by teachers, club sponsors and counselors as having strong work ethic and a sound understanding of what it means to be a Clements Ranger. The freshmen mentees are identified by counselors at the middle school and high school level as needed social and/or emotional support to acclimate to high school. The senior mentors are trained at the beginning of the year and provided tools to assist them when they meet with their mentees. The mentors check in with their mentees weekly, and each Term, the entire program meets collectively to check-in, celebrate one another and play collaborative games to foster comradery. In December, we donate, wrap and deliver presents to the identified McKinney Vento students within our feeder pattern.
- Positive Office Referrals-teachers are provided a link in the Staff bulletin each week to nominate any student who is witnessed doing something positive around campus or in the classroom. Assistant Principals are provided their alpha split students each week. Students are called to the office to get recognized, parents are contacted with a positive phone call or email, and students are entered for a chance to win a free pizza each month. Three students and one staff member are chosen each month to receive a free pizza.
- iFest -This event is held in the spring. Ifest is an opportunity for our many ethnically oriented clubs and associations to showcase traditional dances and music. This is always a well-attended event held in the evening.
- Ranger of the week award for staff members-Each week faculty members have access to a link to nominate another faculty member for Ranger of the Week. This Ranger is highlighted in our CHS weekly staff bulletin. All winners for the month are voted on by the administrators to receive the recognition of Ranger of the Month. This is posted on our CHS social media site for them to receive public recognition.
- PRIDE Awards semi-annually-At the end of each semester; teachers nominate one student who exhibits one of our five core values (Pride, Respect, Integrity, Determination, and/or Engagement). This student receives a handwritten note from that teacher and a respective pride bracelet depending on which core value they were nominated for. These notes and bracelets are hand delivered to the students during review week by one of the administrators.
- Teachers observing teachers-Every 3 weeks, 6 teachers have an opportunity to engage in a structured approach to observe 3 different teachers in one class period. Teachers are selected at random and asked to participate in an introductory session from 7:00-7:30 am on the day they will be observing. They are provided a schedule they will follow during their assigned observation period. A substitute is assigned to their class for one period this day for them to visit 3 teachers' classrooms. At the end of the day, all 6 teachers who participated, are required to attend a debrief session to discuss their observations and different teaching strategies or classroom procedures they will take back to their own classroom.
- Social committee-The CHS Social Committee is comprised of faculty members who plan fun social events throughout the year to give staff opportunities to get to know one another, have fun together, and build campus culture. Social events include on-campus events like potluck lunches, a Chili Cook-off,

and Ranger Family Nights at CHS athletic events, as well as off-campus events like a trip to an Astros game, our annual holiday party and crawfish boil, and after-school happy hours.

- Powder puff
- Promoting school spirit through visuals
- Senior events
 - Senior sunrise
 - Senior sunset
 - Winter fest during fall finals
 - Senior trip to Fiesta Texas
 - Senior walk to feeder pattern campuses
 - Senior send off
- Collaboration with feeder schools
- Elective fair at feeder schools
- Course Selection/club fair
- Open House

Safety and Wellness

1. Therapy dogs - Therapy dogs are brought to campus multiple times a year to help the students and staff alleviate stress
2. Obligatory fire drills, safety drills, safety audits, and exterior door checks
3. Weekly safety spotlight-Our administrator over safety provides a weekly safety spotlight via email to all staff. This highlights staff members who exhibited action to continue to promote safety as our top priority on campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Recruiting quality Special Education teachers and paraprofessionals is a challenge. **Root Cause:** Turnover rate in this department is higher than other departments.

Perceptions

Perceptions Summary

At Clements High School, we pride ourselves on being fully engaged with our community throughout the year.

Parents

We have a very active VIPs program that offers numerous volunteer opportunities for our parents and community members. Each month, the VIPs representatives meet with administration. In addition, we have numerous booster clubs who provide support to our various programs at CHS. Our parent volunteers are incredibly supportive of our staff and host monthly events for us, including lunches, breakfasts, and treats within the day. Our VIPs also volunteer in many capacities, including selling pizza and working in our copy room.

Business Partners

- Freshman Experience--Each month, we provide a freshman experience event for students to attend. For the month of March, CHS welcomed Leandra Henderson, a Prevention Program Director at Fort Bend Regional Council, to discuss Cyber Safety with our students. Approximately 100 students attended lunch sessions and learned about how to protect their personal data and avoid cyberbullying. Another highly attended and successful event was the Freshman experience volunteer fair – Through the Freshman Experience program, 11 local non-profits attended the Volunteer Fair at CHS on Wednesday, April 17, 2024. Approximately 300 freshman and sophomore students attended the fair to learn more about these non-profits and their volunteer opportunities. CHS Staff Toy Drive – Through the CHS Social Committee's Secret Santa program, staff donated approximately 30 toys to a local charity.
- Student Mentorship Program Toy Drive – The CHS Student Mentorship Program hosted a toy drive in conjunction with our campus Social Worker. Students collected and wrapped holiday gifts for McKinney-Vento students at CHS and in the CHS feeder schools.
- CHS Fine Arts Events – CHS Fine Arts programs hosted 24 performances open to the public during the 2023-2024 school year. These range from music concerts, dance and color guard performances, an art show, and theater productions.
- CHS Athletic Events – CHS Athletics have welcomed many community members to athletic events throughout the year. Our playoff runs in basketball and girls' soccer had impressive turn outs and support from our community. Girls' golf, swim, and team tennis were state qualifiers. Cheerleading qualified for nationals.
- CHS Extracurricular--CHS UIL academics were state qualifiers. NJROTC, JETS, DECA, TSA qualified for nationals.
- Various establishments throughout the community have provided donations which include the following:
 - Brazos Valley Schools donated calendars
 - Pepsi donated energy drinks to our staff
 - Epique Realty provided gift bags for staff
 - Lopez provided lunch to administrators, office staff, SRO, and counselors
 - Spring Creek donated coupons to staff
 - Shell Oil provided cash donations
 - Prime Car Care

Student Volunteerism

With over eighty clubs and organizations, Clements has a significant number of student groups that place tremendous support for our students and community. CHS football team spends time throughout the year volunteering at Brookdale Assisted Living. CHS football and baseball teams assists with morning drop off at our feeder elementary schools on all game days. During this volunteer opportunity, they represented CHS by wearing their jerseys.

Communication

Increased social media presence – CHS Admin has made a concerted effort to make more use of CHS social media platforms on Twitter and Facebook in order to promote the wonderful people and events at CHS. Posts focus on recognizing students for outstanding efforts, teachers engaging with students in and out of the classroom, and special events around campus.

Weekly CHS Newsletter: Principal Baker sends a weekly newsletter to parents, students, and staff, detailing the good things that happened at CHS during the previous week and what's coming in the week ahead.

Climate Survey

Takeaways -

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Teachers successfully show students how lessons relate to life outside of school. 45% Strongly Agree or Agree, 32% Strongly Disagree or Disagree, 22% IDK. 50% Strongly Agree or Agree 2023 but 41% Strongly Agree or Agree in 2019.

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There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem. 60% Strongly Agree or Agree. 60% in 2019

Students in this school receive support that addresses their individual needs. 56% Strongly Agree or Agree

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Students receive the individual support they need to prepare for the future. 54% Strongly Agree or Agree. 70% in 2019

Perceptions Strengths

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

Weekly community wide communications from the principal.

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): There is still a perception among parents that we do not prepare or relate to life outside of school and that we do help or address personal and individual needs. **Root Cause:** Communication. Need to better communicate our current and future efforts in preparing students for life outside of school and our resources available to help address personal and individual needs.

Priority Problem Statements

Problem Statement 1: 36% increase in our Emergent Bilingual population. 14.1% increase in SPED population. 16.7% increase in 504 population. GT % decreased 2.9%. 7.5% increase in overall student population over last 2 years.

Root Cause 1: Since COVID, there is not a systematic approach to exit students from these programs. Fewer students exit LEP program due to challenges stemming from COVID.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall attendance decreased by .27 % from the previous year. Decreases in various sub-populations including Asian, 10th graders, 11th graders, 12th graders. In addition, special education students decreased by 1%.

Root Cause 2: Did truancy numbers go up? Attendance requirement for exemptions increased from 4 to 8 days? CHS has specialized programs that are not offered at other campuses. Students in these programs tend to have excessive absences for various reasons.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 19% of emergent bilingual students scored "did not meet" in ELA I.

Root Cause 3: Language acquisition and reading comprehension are the main components of ELA I EOC test.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of students who mastered the Biology EOC exam decreased by 9%

Root Cause 4: Staffing changes impacted this. The campus had an Instructional Apprentice for the 2023-2024 school year and a long term substitute for 2nd semester.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is still a perception among parents that we do not prepare or relate to life outside of school and that we do help or address personal and individual needs.

Root Cause 5: Communication. Need to better communicate our current and future efforts in preparing students for life outside of school and our resources available to help address personal and individual needs.

Problem Statement 5 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 2025, CHS will enhance rigor, instruction, and engagement through the implementation of student ownership of learning practices, targeted professional development, and delivery of modern and relevant lessons within the district's curriculum as evidenced through the indicators of success.

- Indicators of Success:**
1. By EOY, 75% of teachers scoring Accomplished on the rigor/student engagement portion of CWT tool.
 2. By the end of the Spring semester, have 50% teachers involved in shaping campus PD.
 3. By EOY, increase the percentage high functioning PLCs to 75%.
 4. By EOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 75%.
 5. 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.
 6. By EOY, students achieving "Masters" on their Biology STAAR EOC increases from 50% to 55%.
 7. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey by 1%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher involvement in the planning and execution of professional development. PD opportunities with a focus on student ownership of learning, student engagement, rigor, and PLC effectiveness.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> By MOY, 50% of teachers scoring Accomplished on the rigor/student engagement portion of CWT tool. By the end of the Fall semester, have 30% teachers involved in shaping campus PD. By MOY, increase the percentage high functioning PLCs to 50%. By MOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 50%. 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. <p>Summative evidence:</p> <ol style="list-style-type: none"> By EOY, 75% of teachers scoring Accomplished on the rigor/student engagement portion of CWT tool. By the end of the Spring semester, have 50% teachers involved in shaping campus PD. By EOY, increase the percentage high functioning PLCs to 75%. By EOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 75%. 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. By EOY, students achieving "Masters" on their Biology STAAR EOC increases from 50% to 55%. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey at by 1%. <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators regularly visit classrooms and PLC meetings to provide constructive feedback.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> By MOY, 50% of teachers scoring Accomplished on the rigor/student engagement portion of CWT tool. By the end of the Fall semester, have 30% teachers involved in shaping campus PD. By MOY, increase the percentage high functioning PLCs to 50%. By MOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 50%. 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. <p>Summative evidence:</p> <ol style="list-style-type: none"> By EOY, 75% of teachers scoring Accomplished on the rigor/student engagement portion of CWT tool. By the end of the Spring semester, have 50% teachers involved in shaping campus PD. By EOY, increase the percentage high functioning PLCs to 75%. By EOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 75%. 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. By EOY, students achieving "Masters" on their Biology STAAR EOC increases from 50% to 55%. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey at by 1%. <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will improve engagement through building positive relationships (PBIS) within their classroom, providing feedback opportunities, and maintaining an effective and rigorous learning environment.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> By MOY, 50% of teachers scoring Accomplished on the rigor/student engagement portion of CWT tool. By the end of the Fall semester, have 30% teachers involved in shaping campus PD. By MOY, increase the percentage high functioning PLCs to 50%. By MOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 50%. 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. <p>Summative evidence:</p> <ol style="list-style-type: none"> By EOY, 75% of teachers scoring Accomplished on the rigor/student engagement portion of CWT tool. By the end of the Spring semester, have 50% teachers involved in shaping campus PD. By EOY, increase the percentage high functioning PLCs to 75%. By EOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 75%. 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. By EOY, students achieving "Masters" on their Biology STAAR EOC increases from 50% to 55%. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey at by 1%. <p>Staff Responsible for Monitoring: Admin, Department Heads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - Perceptions 1</p> <p>Funding Sources: - 199 General Fund SCE - \$4,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Structured teachers observing teachers' program to enhance the learner experience for all students.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> By MOY, 50% of teachers scoring Accomplished on the rigor/student engagement portion of CWT tool. By the end of the Fall semester, have 30% teachers involved in shaping campus PD. By MOY, increase the percentage high functioning PLCs to 50%. By MOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 50%. 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. <p>Summative evidence:</p> <ol style="list-style-type: none"> By EOY, 75% of teachers scoring Accomplished on the rigor/student engagement portion of CWT tool. By the end of the Spring semester, have 50% teachers involved in shaping campus PD. By EOY, increase the percentage high functioning PLCs to 75%. By EOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 75%. 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. By EOY, students achieving "Masters" on their Biology STAAR EOC increases from 50% to 55%. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey at by 1%. <p>Staff Responsible for Monitoring: Campus Administrator, Department Heads, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers utilize backward planning strategies to create unit planning guides that follow FBISD curriculum and provide students practice assignments that scaffold to major grade assignments while including intentional feedback opportunities and maintaining rigor.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> By MOY, 50% of teachers scoring Accomplished on the rigor/student engagement portion of CWT tool. By the end of the Fall semester, have 30% teachers involved in shaping campus PD. By MOY, increase the percentage high functioning PLCs to 50%. By MOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 50%. 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. <p>Summative evidence:</p> <ol style="list-style-type: none"> By EOY, 75% of teachers scoring Accomplished on the rigor/student engagement portion of CWT tool. By the end of the Spring semester, have 50% teachers involved in shaping campus PD. By EOY, increase the percentage high functioning PLCs to 75%. By EOY, increase frequency of real-world relevancy in lessons as observed in classrooms using the walk-through tool to 75%. 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. By EOY, students achieving "Masters" on their Biology STAAR EOC increases from 50% to 55%. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey at by 1%. <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Overall attendance decreased by .27 % from the previous year. Decreases in various sub-populations including Asian, 10th graders, 11th graders, 12th graders. In addition, special education students decreased by 1%. **Root Cause:** Did truancy numbers go up? Attendance requirement for exemptions increased from 4 to 8 days? CHS has specialized programs that are not offered at other campuses. Students in these programs tend to have excessive absences for various reasons.

Problem Statement 2: 36% increase in our Emergent Bilingual population. 14.1% increase in SPED population. 16.7% increase in 504 population. GT % decreased 2.9%. 7.5% increase in overall student population over last 2 years. **Root Cause:** Since COVID, there is not a systematic approach to exit students from these programs. Fewer students exit LEP program due to challenges stemming from COVID.

Student Learning

Problem Statement 1: 19% of emergent bilingual students scored "did not meet" in ELA I. **Root Cause:** Language acquisition and reading comprehension are the main components of ELA I EOC test.

Problem Statement 2: The number of students who mastered the Biology EOC exam decreased by 9% **Root Cause:** Staffing changes impacted this. The campus had an Instructional Apprentice for the 2023-2024 school year and a long term substitute for 2nd semester.

Perceptions

Problem Statement 1: There is still a perception among parents that we do not prepare or relate to life outside of school and that we do help or address personal and individual needs. **Root Cause:** Communication. Need to better communicate our current and future efforts in preparing students for life outside of school and our resources available to help address personal and individual needs.

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 2025, CHS will enhance intervention and enrichment opportunities specific to high focus groups through intentional scheduling, push-in supports, and professional development as evidenced through the indicators of success.

- Indicators of Success:**
1. By EOY, 75% of teachers submitting high quality Unit Plan Overviews.
 2. By EOY, 100% GT students have co-created and made progress toward their academic and affective goals.
 3. 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.
 4. By the end of the Spring semester, increase the number of students participating in the previously stated opportunities/interventions compared to MOY.
 5. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey by 1%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Academic opportunities and interventions will be offered to students for College, Career and Military Readiness.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> By MOY, 50% of teachers submitting high quality Unit Plan Overviews. By MOY, 90% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Fall semester, increase the number of students participating in the previously stated opportunities/interventions compared to the beginning of the year. <p>Summative evidence:</p> <ol style="list-style-type: none"> By EOY, 75% of teachers submitting high quality Unit Plan Overviews. By EOY, 100% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Spring semester, increase the number of students participating in the previously stated opportunities/interventions compared to MOY. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey at by 1%. <p>Staff Responsible for Monitoring: Admin, counselors, CCRA</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: GT students and their parents, with guidance from a monitoring teacher, will co-create the student's academic and affective goals.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> By MOY, 50% of teachers submitting high quality Unit Plan Overviews. By MOY, 90% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Fall semester, increase the number of students participating in the previously stated opportunities/interventions compared to the beginning of the year. <p>Summative evidence:</p> <ol style="list-style-type: none"> By EOY, 75% of teachers submitting high quality Unit Plan Overviews. By EOY, 100% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Spring semester, increase the number of students participating in the previously stated opportunities/interventions compared to MOY. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey at by 1%. <p>Staff Responsible for Monitoring: Admin, COGS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: High focus groups strategically scheduled in courses appropriate to their individual needs.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> By MOY, 50% of teachers submitting high quality Unit Plan Overviews. By MOY, 90% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Fall semester, increase the number of students participating in the previously stated opportunities/interventions compared to the beginning of the year. <p>Summative evidence:</p> <ol style="list-style-type: none"> By EOY, 75% of teachers submitting high quality Unit Plan Overviews. By EOY, 100% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Spring semester, increase the number of students participating in the previously stated opportunities/interventions compared to MOY. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey at by 1%. <p>Staff Responsible for Monitoring: Admin, counselors, CCRA</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: High focus groups can access Edgenuity test prep courses to prepare them for the structure, rigor, and expectations for district and state tests.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> By MOY, 50% of teachers submitting high quality Unit Plan Overviews. By MOY, 90% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Fall semester, increase the number of students participating in the previously stated opportunities/interventions compared to the beginning of the year. <p>Summative evidence:</p> <ol style="list-style-type: none"> By EOY, 75% of teachers submitting high quality Unit Plan Overviews. By EOY, 100% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Spring semester, increase the number of students participating in the previously stated opportunities/interventions compared to MOY. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey at by 1%. <p>Staff Responsible for Monitoring: Admin, counselors, CCRA, O-LAB teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Lunch Lab provided during the school day for literacy and math intervention support.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> By MOY, 50% of teachers submitting high quality Unit Plan Overviews. By MOY, 90% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Fall semester, increase the number of students participating in the previously stated opportunities/interventions compared to the beginning of the year. <p>Summative evidence:</p> <ol style="list-style-type: none"> By EOY, 75% of teachers submitting high quality Unit Plan Overviews. By EOY, 100% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Spring semester, increase the number of students participating in the previously stated opportunities/interventions compared to MOY. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey at by 1%. <p>Staff Responsible for Monitoring: Admin, counselors, Lunch Lab teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide differentiated instruction strategies in professional development throughout the year to target high focus groups.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> By MOY, 50% of teachers submitting high quality Unit Plan Overviews. By MOY, 90% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Fall semester, increase the number of students participating in the previously stated opportunities/interventions compared to the beginning of the year. <p>Summative evidence:</p> <ol style="list-style-type: none"> By EOY, 75% of teachers submitting high quality Unit Plan Overviews. By EOY, 100% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Spring semester, increase the number of students participating in the previously stated opportunities/interventions compared to MOY. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey at by 1%. <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Monthly meetings lead by Responsive Instruction liaison with Algebra I, English I, and English II PLC. During the spring, these meetings include Biology and US History to review STAAR Interim data.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> By MOY, 50% of teachers submitting high quality Unit Plan Overviews. By MOY, 90% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Fall semester, increase the number of students participating in the previously stated opportunities/interventions compared to the beginning of the year. <p>Summative evidence:</p> <ol style="list-style-type: none"> By EOY, 75% of teachers submitting high quality Unit Plan Overviews. By EOY, 100% GT students have co-created and made progress toward their academic and affective goals. 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. By the end of the Spring semester, increase the number of students participating in the previously stated opportunities/interventions compared to MOY. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Cognitive Engagement Dimension of the 24-25 Student Engagement Survey at by 1%. <p>Staff Responsible for Monitoring: Admin, Department Heads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Overall attendance decreased by .27 % from the previous year. Decreases in various sub-populations including Asian, 10th graders, 11th graders, 12th graders. In addition, special education students decreased by 1%. **Root Cause:** Did truancy numbers go up? Attendance requirement for exemptions increased from 4 to 8 days? CHS has specialized programs that are not offered at other campuses. Students in these programs tend to have excessive absences for various reasons.

Problem Statement 2: 36% increase in our Emergent Bilingual population. 14.1% increase in SPED population. 16.7% increase in 504 population. GT % decreased 2.9%. 7.5% increase in overall student population over last 2 years. **Root Cause:** Since COVID, there is not a systematic approach to exit students from these programs. Fewer students exit LEP program due to challenges stemming from COVID.

Student Learning

Problem Statement 1: 19% of emergent bilingual students scored "did not meet" in ELA I. **Root Cause:** Language acquisition and reading comprehension are the main components of ELA I EOC test.

Problem Statement 2: The number of students who mastered the Biology EOC exam decreased by 9% **Root Cause:** Staffing changes impacted this. The campus had an Instructional Apprentice for the 2023-2024 school year and a long term substitute for 2nd semester.

Perceptions

Problem Statement 1: There is still a perception among parents that we do not prepare or relate to life outside of school and that we do help or address personal and individual needs. **Root Cause:** Communication. Need to better communicate our current and future efforts in preparing students for life outside of school and our resources available to help address personal and individual needs.

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 2025, CHS will improve campus culture and climate 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. By June 2025, 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.
 2. By June 2025, decrease the annual number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment.
 3. By June 2025, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Emotional Engagement Dimension of the 24-25 Student Engagement Survey at by 1.5%.
 4. By June 2025, increase visibility and opportunities for the counseling team to engage directly with students and adults.
 5. By June 2025, increase number of opportunities for everyone to learn, interact, and be engaged in the school culture/community.
 6. By June 2025, professional development emphasis regarding PBIS, including teacher supports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Counseling team increases visibility and creates opportunities to engage with students, parents, and staff.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> 1. Increased visibility and opportunities for the counseling team to engage directly with students and adults. 2. Increased number of opportunities for everyone to learn, interact, and be engaged in the school culture/community. 3. Professional development emphasis regarding PBIS, including teacher supports. 4. By the end of the Fall semester, decrease the number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment. <p>Summative Evidence:</p> <ol style="list-style-type: none"> 1. By June 2025, 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. 2. By the end of the Spring semester, decrease the annual number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment. 3. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Emotional Engagement Dimension of the 24-25 Student Engagement Survey at by 1.5%. <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> 1. Increased visibility and opportunities for the counseling team to engage directly with students and adults. 2. Increased number of opportunities for everyone to learn, interact, and be engaged in the school culture/community. 3. Professional development emphasis regarding PBIS, including teacher supports. 4. By the end of the Fall semester, decrease the number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment. <p>Summative Evidence:</p> <ol style="list-style-type: none"> 1. By June 2025, 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. 2. By the end of the Spring semester, decrease the annual number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment. 3. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Emotional Engagement Dimension of the 24-25 Student Engagement Survey at by 1.5%. <p>Staff Responsible for Monitoring: Admin, Department Heads, Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</p> <p>Funding Sources: - 199 General Fund SCE - \$7,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide PBIS refreshers and support.</p> <p>Strategy's Expected Result/Impact: Formative evidence:</p> <ol style="list-style-type: none"> 1. Increased visibility and opportunities for the counseling team to engage directly with students and adults. 2. Increased number of opportunities for everyone to learn, interact, and be engaged in the school culture/community. 3. Professional development emphasis regarding PBIS, including teacher supports. 4. By the end of the Fall semester, decrease the number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment. <p>Summative Evidence:</p> <ol style="list-style-type: none"> 1. By June 2025, 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. 2. By the end of the Spring semester, decrease the annual number of applicable office referrals, specifically tardies, insubordination, and disrupting the educational environment. 3. By the end of the Spring Semester, increase the campus mean for the Overall Behavioral Engagement Dimension of the 24-25 Student Engagement Survey by at least 3.5% and the Emotional Engagement Dimension of the 24-25 Student Engagement Survey at by 1.5%. <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Overall attendance decreased by .27 % from the previous year. Decreases in various sub-populations including Asian, 10th graders, 11th graders, 12th graders. In addition, special education students decreased by 1%. Root Cause: Did truancy numbers go up? Attendance requirement for exemptions increased from 4 to 8 days? CHS has specialized programs that are not offered at other campuses. Students in these programs tend to have excessive absences for various reasons.</p> <p>Problem Statement 2: 36% increase in our Emergent Bilingual population. 14.1% increase in SPED population. 16.7% increase in 504 population. GT % decreased 2.9%. 7.5% increase in overall student population over last 2 years. Root Cause: Since COVID, there is not a systematic approach to exit students from these programs. Fewer students exit LEP program due to challenges stemming from COVID.</p>

Perceptions

Problem Statement 1: There is still a perception among parents that we do not prepare or relate to life outside of school and that we do help or address personal and individual needs. **Root Cause:** Communication. Need to better communicate our current and future efforts in preparing students for life outside of school and our resources available to help address personal and individual needs.

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

Campus Funding Summary

199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$4,500.00
2	1	2			\$7,000.00
Sub-Total					\$11,500.00