

Wichita Falls Independent School District

Hirschi High

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

Mission Statement

The mission of Hirschi High School is to increase student achievement and support needs by developing and maintaining the organizational cultures and structures that inspire, engage, and support students and staff in learning excellence.

Vision

We are committed to ensuring that each student who enters Hirschi High School graduates from our school with a viable plan for success in post-high school pursuits.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

A total enrollment of 893. Demographic break down to include 130-sped, 53-ELL, 128-504, 617-At-Risk, 361 Hispanic, 286 White, 299 African American, 26 Asian, 13 American Indian, and 62 Multi-Racial

Demographics Strengths

The campus enjoys a diverse population that allows for appreciation of all cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 74% of our student population are identified as at-risk of not graduating **Root Cause:** High poverty and lack of parent involvement

Problem Statement 2 (Prioritized): 35% of our student population (SPED,504,and ELL) are identified as students with special needs, and based on our system safeguards report needs additional support in reading, math, social studies and science. **Root Cause:** High rate of mobility and lack of applying IEP's with fidelity

Problem Statement 3 (Prioritized): The student population consist of 33% African American and 40% Hispanic, and based on our system safeguards report needs additional support in reading, math, and science for African Americans only. **Root Cause:** Lack of intervention from earlier grades

Student Learning

Student Learning Summary

EOC

- Alg I: 75% Approaches, 41% Meets, 16% Masters
- Bio: 81% Approaches, 43% Meets, 8% Masters
- USH: 84% Approaches, 60% Meets, 35% Masters
- Eng I: 42% Approaches, 29% Meets, 5% Masters
- Eng II: 52% Approaches, 31% Meets, 4% Masters

AP

PSAT

SAT

ACT

TSI

Dual Credit Earned

Military Enlisted

CTE Certifications

Student Learning Strengths

EOC scores improved in Alg., Bio., and USH which allowed the campus to receive a B rating from TEA.

EOC scores were strong enough for the campus to receive distinctions in Alg., Bio., USH., and ELA.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to increase the rigor in instruction campus wide **Root Cause:** Lack of consistent implementation of research based instructional practices Edit Associated Areas

Problem Statement 2 (Prioritized): Students and staff need to be more aware of student academic progress in tested subjects. **Root Cause:** Lack of process to display and make parties aware of areas in need of growth.

School Processes & Programs

School Processes & Programs Summary

Instructional Processes: Daily tutorials as well as transportation for students twice a week for after-school tutorials. PLC's (Professional Learning Community) campus-wide 9th grade teaming, CBA/Benchmarks, progress monitoring, and technology via one to one Chromebooks.

Curriculum: MYP, and IB diploma classes, TEKS Resource System coupled with a district-developed curriculum.

Organizational: HRS (High Reliability Schools), Introduction of CKH (Capturing Kids Hearts), NHS (National Honor Society), Student Council, CIS (Communities in Schools), Key Club, One Act Play, Choir, Cheerleader & Dance Team, Band, Thespian Society, PALS, JROTC, Annual and Newspaper Staff, Crimestoppers, and Athletics

Personnel Recruitment & Retention: attendance at job fairs, mentoring programs, staff development in & out of district, curriculum & instruction specialist.

Administrative: T-TESS (includes goal setting, professional growth,& student achievement), T-PESS.

School Processes & Programs Strengths

HRS: This program is the campus academic vocabulary. TTESS goals are based on HRS elements and strategies.

CKH: Campus will be sending teachers to Capturing Kids Heart training.

PBIS: Fourth-year implementation of Positive Behavior Intervention System

Celebrating student and staff success

Teachers are adequately trained in Google operating systems

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Ability to recruit and retain highly qualified staff **Root Cause:** Lack of resources, student behaviors

Problem Statement 2 (Prioritized): Classroom instruction needs to be more student centered **Root Cause:** Lack of professional training in ASOT

Problem Statement 3 (Prioritized): Unclear teacher goals **Root Cause:** Lack of training in goal setting

Problem Statement 4 (Prioritized): Lack of consistency regarding student discipline **Root Cause:** Buy in of discipline plan from all stakeholders

Problem Statement 5 (Prioritized): Campus administration needs to continue to develop a common campus-wide academic language **Root Cause:** Lack of training

Perceptions

Perceptions Summary

Parents are kept up to date on school events through: Parentlink, social media, etc. Student, teacher, parent compact distributed & signed yearly. Parents are free to request meetings with school staff, teachers have email and can quickly communicate with parents. Bullying complaints and threats are taken seriously, properly investigated, & reported to the proper authorities. Teachers are vigilant in school safety efforts, before, during, and after school. Discipline is handled in accordance with the discipline demerit system, PBIS and student's BIP (Behavior Intervention Plan).

Perceptions Strengths

- CTE certifications, graduation rate, increasing number of students graduating with IB full diploma, IB MYP program
- Social Media
- Remind
- Most announcements are communicated in English & Spanish
- Campus police officers are visible and supportive
- Campus safety drills were completed with fidelity
- 9th-grade teams
- Operation Fresh Start (Cohort with Community churches)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parent involvement **Root Cause:** Majority of parents do not have flexibility to participate in school activities Edit Associated Areas

Problem Statement 2 (Prioritized): Need to develop a system to recognize positive behaviors from students in the classroom **Root Cause:** Lack of consistency of implementing PBIS in the classroom

Priority Problem Statements

Problem Statement 1: 35% of our student population (SPED,504,and ELL) are identified as students with special needs, and based on our system safeguards report needs additional support in reading, math, social studies and science.

Root Cause 1: High rate of mobility and lack of applying IEP's with fidelity

Problem Statement 1 Areas: Demographics

Problem Statement 2: The student population consist of 33% African American and 40% Hispanic, and based on our system safeguards report needs additional support in reading, math, and science for African Americans only.

Root Cause 2: Lack of intervention from earlier grades

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to increase the rigor in instruction campus wide

Root Cause 3: Lack of consistent implementation of research based instructional practices Edit Associated Areas

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students and staff need to be more aware of student academic progress in tested subjects.

Root Cause 4: Lack of process to display and make parties aware of areas in need of growth.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Ability to recruit and retain highly qualified staff

Root Cause 5: Lack of resources, student behaviors

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Classroom instruction needs to be more student centered

Root Cause 6: Lack of professional training in ASOT

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Unclear teacher goals

Root Cause 7: Lack of training in goal setting

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of consistency regarding student discipline

Root Cause 8: Buy in of discipline plan from all stakeholders

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Campus administration needs to continue to develop a common campus-wide academic language

Root Cause 9: Lack of training

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Lack of parent involvement

Root Cause 10: Majority of parents do not have flexibility to participate in school activities Edit Associated Areas

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Need to develop a system to recognize positive behaviors from students in the classroom

Root Cause 11: Lack of consistency of implementing PBIS in the classroom

Problem Statement 11 Areas: Perceptions

Problem Statement 12: 74% of our student population are identified as at-risk of not graduating

Root Cause 12: High poverty and lack of parent involvement

Problem Statement 12 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact


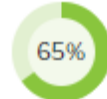

Goals

Goal 1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 1: Reduce staff turnover from 5 % in 2019 - 2020 to 3% by 2020-2021.

Evaluation Data Sources: Human Resource Department

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Staff will provide and receive feedback through multiple forms of communication such as surveys, quick chats, PLC's.</p> <p>Strategy's Expected Result/Impact: Fewer turnover of staff. An analysis of surveys, minutes from PLCs will create a clear picture of stakeholders needs.</p> <p>Staff Responsible for Monitoring: Administrators, Parent Involvement Coordinator, District Staff</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: To support students in large class sizes, tutors, inclusion and SPED aides, PLC's administrator academic coaches, Campus Instructional Leaders in the four core subjects, curriculum specialists, will address academic needs.</p> <p>*Professional development will be provided for all staff. In August district and the campus will provide professional development in the areas of classroom management, instructional strategies and technology. It will be designed to support improved student achievement. Also to include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p>Strategy's Expected Result/Impact: Improved standardize test scores, district and campus assessments</p> <p>Staff Responsible for Monitoring: Administration, Diagnosticians, Curriculum Specialists, Campus Instructional Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Campus Instructional Leaders -CILs Salaries & Benefits - Title 1 Part A - \$39,200, Subs - for EOC camps - Title 1 Part A - 211.11.6112.00.001.1.30.000 - \$2,000, Tutoring - Title 1 Part A - 211.11.6118.67.001.1.30.000 - \$5,000, Tutoring - Title 1 Part A - 211.11.6118.67.001.0.30.000 - \$2,595</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Celebrate teacher and student success measured through assessment on standardize testing and Positive Intervention Behavior System (PBIS). PBIS celebrations are evidenced by recognition of various events. Faculty affirmations are evidenced at faculty meetings. Student affirmations occur through student's classroom teacher.</p> <p>Strategy's Expected Result/Impact: Improved tests scores, positive climate and culture measured by surveys.</p> <p>Staff Responsible for Monitoring: Administration and CIL</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 4: To address high needs areas we will work with alternative certification companies through our HR department. In addition, we will consider non-certified applicants through the flexibility of the DOI.</p> <p>*The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>*The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p>Strategy's Expected Result/Impact: All high need content areas filled with a certified teacher or teacher on track to certify or be exempted by DOI.</p> <p>Staff Responsible for Monitoring: Administration, CIL, and District Staff</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 5: To address the needs of new teachers the campus will contract with a retired administrator to mentor new teachers.</p> <p>Strategy's Expected Result/Impact: Fewer turn over in staff.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Mentoring new teachers - SCE - 199e.21.6118.00.001.0.30.000 - \$6,000</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 6: More effort will be made to not schedule campus meetings during the teacher's planning period in order to protect that time.</p> <p>Strategy's Expected Result/Impact: Give teacher the time to properly prepare for student success.</p> <p>Staff Responsible for Monitoring: Administration At Risk Coordinator, SPED Diagnostician, Counselors</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

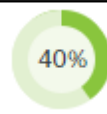


Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Ability to recruit and retain highly qualified staff Root Cause: Lack of resources, student behaviors








Goal 2: Build a Foundation in Reading and Math

Performance Objective 1: Eng I: increase Meets level scores on STAAR from 31% to 35% by 2021 by reviewing assessment data of students identified as African American, Hispanic, economically disadvantaged and receiving special education services.

Evaluation Data Sources: EOC campus reports

<p>Strategy 1: Systematic Inclusion Scheduling (SIS) focusing on priority standards for both reading and writing. The changing of SPED students' schedules will help accommodate this strategy. Also, the IB/MYP concepts will help levels of rigor for students.</p> <p>Strategy's Expected Result/Impact: Significant improvement in STAAR scores to exceed state standard.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, CILs, District staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
		 40%	
<p>Strategy 2: Implementing strategic elements of HRS such as NASOT, effective PLC's, effective PBIS, MTSS, communications systems, and safe and orderly classrooms along with IB/MYP criteria will ensure student success.</p> <p>Strategy's Expected Result/Impact: Higher level of rigor in the classroom and improved results on all assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, CILs, and Curriculum Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 3, 5</p> <p>Funding Sources: - Title 1 Part A, HRS - Focus/Priority Funds</p>	Formative Reviews		
	Nov	Feb	May
		 55%	
<p>Strategy 3: All, AA, HISP, ECD, EL, and SPED are monitored in reading. Support is provided by the SPED and the Student Success Counselor on campus. In addition SIS support in English I & II will continue. School day and after school tutorials and busing are provided to support these students two days a week. Additional support and supplies are needed to teach reading skills. Students have many gaps in basic reading skills.</p> <p>Strategy's Expected Result/Impact: Improve student achievement as evidenced by classroom grades, common assessment, benchmark exams, curriculum based assessments and state assessments.</p> <p>Staff Responsible for Monitoring: Administrator, Teachers, and At-Risk coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Student Success Counselor Salary & Benefits - SCE, Software - NoRedInk, JSTOR research site - Title 1 Part A - 211.11.6397.00.001.1.30.000 - \$6,000, Software - NoRedInk - Title 1 Part A - 211.11.6397.00.001.0.30.000 - \$5,000, tutors - SCE - 199.11.6118.67.001.0.30.000 - \$5,000, Subs - Title 1 Part A - 211.11.6112.00.001.0.30.000 - \$3,570, Tutoring - Title 1 Part A - 211.11.6118.67.001.1.30.000 - \$5,000, ELA reading material - Title 1 Part A - 211.11.6329.00.001.1.30.000 - \$1,500</p>	Formative Reviews		
	Nov	Feb	May
		 55%	

<p>Strategy 4: Campus wide reading and writing initiatives as supported by reading software Newsela as well as current works of literature. Strategy's Expected Result/Impact: Increased student achievement in all areas due to increased reading skills. Staff Responsible for Monitoring: Administrators, Teachers, and District curriculum specialist. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: NewsELA - SCE - 199e.11.6248.00.001.0.30.000 - \$4,333</p>	Formative Reviews		
<p>Strategy 5: State, district and campus assessment results/data will be reviewed regularly during PLC meetings. Teachers will meet to develop plans for instruction after each unit and benchmark assessments. As a result students will be identified for additional support.</p> <p>*Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as reflected in assessment results and report card grades. Staff Responsible for Monitoring: Administrators Curriculum Directors Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy Funding Sources: - Not Funded</p>	Nov	Feb	May
<p>Strategy 6: Students will be identified for and enrolled in EOC/ Foundational classes based on prior state assessments. The classes will provide intensive remediation in preparation for EOC exams.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on state assessments. Roll Sheets and student schedules will document enrollment. Staff Responsible for Monitoring: Administration Counselors District Curriculum Coordinators Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy Funding Sources: Salaries & Benefits - SCE, supplies - Focus/Priority Funds, Salaries & Benefits - Title 1 Part A</p>	Nov	Feb	May
<p>Strategy 7: The Multi-Tier System of Support (MTSS) team will meet every six weeks or as needed each grading period to review student progress and to recommend interventions.</p> <p>*The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as evidenced by classroom grades, common assessments, benchmark exams, curriculum based assessments and state assessments. Meeting notes and sign in sheets will document that meetings were held. Staff Responsible for Monitoring: MTSS committee Administrators Teachers Counselors Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy Funding Sources: Aide Salary & Benefits - Title 1 Part A</p>	Nov	Feb	May

<p>Strategy 8: Students will have access to technology, one to one, in the classroom in order to more effectively access and complete higher levels of lessons and use higher order thinking skills. Title money will be used to purchase needed instructional supplies.</p> <p>Strategy's Expected Result/Impact: Improve student achievement as evidenced by classroom grades, common assessments, benchmark exams, curriculum based assessments and state assessments.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Supplies - SCE - 199.11.6399.00.001.0.30... - \$12,200</p>	Formative Reviews		
	Nov	Feb	May
		 50%	
<p>Strategy 9: *The TELPAS will be utilized to assess English Learners (EL) students' achievement measured against the state achievement standards. EL students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. All English teachers will be ESL certified by the end of the fall semester.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
		 55%	
<p>Strategy 10: Campus wide reading and writing initiatives as supported by reading software Newsela.</p> <p>Strategy's Expected Result/Impact: Improve student achievement as evidenced by classroom grades, common assessments, benchmark exams, curriculum based assessments and state assessments.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Leaders, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Newsela - Title 1 Part A - 211.11.6248.00.001.1.30.000 - \$4,000</p>	Formative Reviews		
	Nov	Feb	May
		 55%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 74% of our student population are identified as at-risk of not graduating Root Cause: High poverty and lack of parent involvement</p> <p>Problem Statement 2: 35% of our student population (SPED,504,and ELL) are identified as students with special needs, and based on our system safeguards report needs additional support in reading, math, social studies and science. Root Cause: High rate of mobility and lack of applying IEP's with fidelity</p>
Student Learning
<p>Problem Statement 1: There is a need to increase the rigor in instruction campus wide Root Cause: Lack of consistent implementation of research based instructional practices Edit Associated Areas</p>
School Processes & Programs
<p>Problem Statement 2: Classroom instruction needs to be more student centered Root Cause: Lack of professional training in ASOT</p>

School Processes & Programs

Problem Statement 3: Unclear teacher goals **Root Cause:** Lack of training in goal setting

Problem Statement 5: Campus administration needs to continue to develop a common campus-wide academic language **Root Cause:** Lack of training

Goal 2: Build a Foundation in Reading and Math

Performance Objective 2: Eng. II: increase Meets level scores on STAAR from 35% to 38% by 2021


by reviewing assessment data of students identified as African American, Hispanic, economically disadvantaged and receiving special education services.


Evaluation Data Sources: EOC campus reports


<p>Strategy 1: Campus wide reading and writing initiatives as supported by reading software Newsela. Strategy's Expected Result/Impact: Increased common assessment and Eng II EOC state assessment scores. Staff Responsible for Monitoring: Principal and teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: All, AA, HISP, ECD, EL, and SPED are monitored in reading. Support is provided by the SPED and At Risk coordinators on campus. School day and after school tutorials and busing are provided to support these students two days a week. Additional support is needed to teach reading skills. Students have many gaps in basic reading skills. A reading program to target these reading gaps has been implemented.</p> <p>*SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p> <p>Strategy's Expected Result/Impact: Increased common assessment and Eng II EOC state assessment scores. Staff Responsible for Monitoring: Principal and teachers Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy Funding Sources: Covid Aides Salaries & Benefits - SCE - \$40,000, tutor - Focus/Priority Funds</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Implementing strategic elements of HRS such as NASOT, effective PLC's, communications systems, and safe and orderly classrooms along with IB/MYP criteria will ensure student success.</p> <p>Strategy's Expected Result/Impact: Higher level of rigor in the classroom and improved results on all assessments. Staff Responsible for Monitoring: Administrators, Teachers, CILs, and Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 3, 5 Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 4: State, district and campus assessment results/data will be reviewed regularly during PLC meetings. Teachers will meet to develop plans for instruction after each unit and benchmark assessments. As a result students will be identified for additional support.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as reflected in assessment results and report card grades. Staff Responsible for Monitoring: Administrators Curriculum Directors Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 5: Students will be identified for and enrolled in EOC/Foundational classes based on prior state assessments. The classes will provide intensive remediation in preparation for EOC exams.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on state assessments. Roll Sheets and student schedules will document enrollment.</p> <p>Staff Responsible for Monitoring: Administration Counselors District Curriculum Coordinators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Salaries & Benefits - Title 1 Part A, Salaries & Benefits - SCE</p>	Formative Reviews		
<p>Strategy 6: The Multi Tier Student Support team (MTSS) will meet as needed each grading period to review student progress and to recommend interventions.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as evidenced by classroom grades, common assessments, bench mark exams, curriculum based assessments and state assessments. Meeting notes and sign in sheets will document that meetings were held.</p> <p>Staff Responsible for Monitoring: MTSS committee Administrators Teachers Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 5</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
<p>Strategy 7: Students will have access to technology, one to one, in the classroom in order to more effectively access and complete higher levels of lessons and use higher order thinking skills.</p> <p>Strategy's Expected Result/Impact: Improve student achievement as evidenced by classroom grades, common assessments, bench mark exams, curriculum based assessments and state assessments.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - Title 1 Part A</p>	Formative Reviews		
<p>Strategy 8: Campus wide reading and writing initiatives as supported by reading software Newsela.</p> <p>Strategy's Expected Result/Impact: Improve student achievement as evidenced by classroom grades, common assessments, bench mark exams, curriculum based assessments and state assessments.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Leader Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: There is a need to increase the rigor in instruction campus wide **Root Cause:** Lack of consistent implementation of research based instructional practices
Edit Associated Areas

Problem Statement 2: Students and staff need to be more aware of student academic progress in tested subjects. **Root Cause:** Lack of process to display and make parties aware of areas in need of growth.

School Processes & Programs

Problem Statement 2: Classroom instruction needs to be more student centered **Root Cause:** Lack of professional training in ASOT


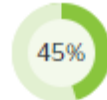


Problem Statement 3: Unclear teacher goals **Root Cause:** Lack of training in goal setting








Problem Statement 5: Campus administration needs to continue to develop a common campus-wide academic language **Root Cause:** Lack of training

Goal 2: Build a Foundation in Reading and Math

Performance Objective 3: Alg. I: increase Meets level scores on STAAR from 48% to 50% by 2021 by reviewing assessment data of students identified as African American, Hispanic, economically disadvantaged and receiving special education services.

Evaluation Data Sources: EOC campus reports

<p>Strategy 1: Alg. 1 teachers focused on priority standards math. Also, the IB/MYP concepts will help levels of rigor for students. Strategy's Expected Result/Impact: Significant improvement in STAAR scores to exceed state standard. Staff Responsible for Monitoring: Administrators, Teachers, CILs, District staff, and PSP. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: All, AA, HISP, ECD, EL, and SPED are monitored in math. Support is provided by the SPED and At Risk coordinators on campus. School day and after school tutorials and busing are provided to support these students two days a week. Additional academic as well as technology and classroom supply support is needed to teach math skills. Students have many gaps in basic math skills. Strategy's Expected Result/Impact: Increased common assessment and Eng II EOC state assessment scores. Staff Responsible for Monitoring: Principal and teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Implementing strategic elements of HRS such as NASOT, effective PLC's, communications systems, and safe and orderly classrooms along with MYP/IB criteria will ensure student success. Strategy's Expected Result/Impact: Higher level of rigor in the classroom and improved results on all assessments. Staff Responsible for Monitoring: Administrators, Teachers, CILs, and Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 2, 5 Funding Sources: - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: State, district and campus assessment results/data will be reviewed regularly during PLC meetings. Teachers will meet to develop plans for instruction after unit and benchmark assessments. As a result students will be identified for additional support. Strategy's Expected Result/Impact: Increased student achievement as reflected in assessment results and report card grades. Staff Responsible for Monitoring: Administrators Curriculum Directors Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy Problem Statements: School Processes & Programs 2, 3 Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 5: Students will be identified for and enrolled in EOC/Foundational classes based on prior state assessments. The classes will provide intensive remediation in preparation for EOC exams.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on state assessments. Roll Sheets and student schedules will document enrollment.</p> <p>Staff Responsible for Monitoring: Administration Counselors District Curriculum Coordinators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Funding Sources: Salaries & Benefits - Title 1 Part A, Salaries & Benefits - SCE</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 6: The Multi Tier System of Support team (MTSS) will meet as needed each grading period to review student progress and to recommend interventions.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as evidenced by classroom grades, common assessments, benchmark exams, curriculum based assessments and state assessments. Meeting notes and sign in sheets will document that meetings were held.</p> <p>Staff Responsible for Monitoring: MTSS committee Administrators Teachers Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Problem Statements: School Processes & Programs 2, 3</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 7: Students will have access to technology, one to one, in the classroom in order to more effectively access and complete higher levels of lessons and use higher order thinking skills.</p> <p>Strategy's Expected Result/Impact: Improve student achievement as evidenced by classroom grades, common assessments, benchmark exams, curriculum based assessments and state assessments.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need to increase the rigor in instruction campus wide Root Cause: Lack of consistent implementation of research based instructional practices Edit Associated Areas</p> <p>Problem Statement 2: Students and staff need to be more aware of student academic progress in tested subjects. Root Cause: Lack of process to display and make parties aware of areas in need of growth.</p>
School Processes & Programs
<p>Problem Statement 2: Classroom instruction needs to be more student centered Root Cause: Lack of professional training in ASOT</p>

School Processes & Programs

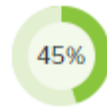
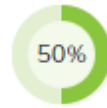
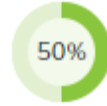
Problem Statement 3: Unclear teacher goals **Root Cause:** Lack of training in goal setting








Problem Statement 5: Campus administration needs to continue to develop a common campus-wide academic language **Root Cause:** Lack of training

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase the graduation rate from 96% to 100% by May 2021.

Evaluation Data Sources: Tracked through TEA reports and systems.

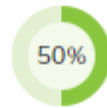

<p>Strategy 1: Students will be offered CTE course offerings. Counselors will provide information to students and parents regarding graduation requirements, career preparation, and the new courses.</p> <p>Strategy's Expected Result/Impact: Enrollment in new CTE courses will serve as documentation. Agendas, and Sign in sheets from informational meetings will be maintained on the campus.</p> <p>Staff Responsible for Monitoring: Administrators Counselors District Administrators Curriculum Specialists.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
		 45%	
<p>Strategy 2: Eleventh and twelfth grade students will be scheduled to earn college credit through the IB courses. Informational sessions will be provided for student and parents via Cafe Con Leche, counselors and CIS. In addition, the CEC will offer dual credit to Hirschi students through Vernon College. Dual credit scholarships will also be offered.</p> <p>Strategy's Expected Result/Impact: Agendas and Sign In sheets will document that information was provided. Enrollment in courses will serve as documentation of participation.</p> <p>Staff Responsible for Monitoring: Administrators Counselors College and Career Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
		 50%	
<p>Strategy 3: CTE teachers and college counselors will work to strengthen the workforce partnerships between students and businesses by inviting business professionals to speak and have Q&A opportunities during class time.</p> <p>Strategy's Expected Result/Impact: Documentation of job shadowing opportunities and participation will be maintained on the campus.</p> <p>Staff Responsible for Monitoring: Administrators Teachers College and Career Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
		 50%	








<p>Strategy 4: Counselors will develop and review graduation plans with students and parents to ensure that coursework supports college and career goals. Students will be scheduled to earn advanced high school diplomas.</p> <p>Strategy's Expected Result/Impact: Students will earn endorsements and certifications. College Readiness indicators will improve. The number of advanced diplomas awarded will increase.</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: Students will be scheduled to attend fairs, in class workshops, off campus workshops, field trips in order to explore universities, scholarships, and courses of study. The campus college counselor will provide a google classroom for seniors to receive details for scholarships available from various sources. Students will be scheduled to visit with college recruiters on campus. The campus will facilitate field trips to various colleges and universities.</p> <p>Strategy's Expected Result/Impact: Increase numbers visiting colleges and universities.</p> <p>Staff Responsible for Monitoring: Administrators Counselors College and Career Facilitator ASP Personnel</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 6: *Title funds shall be utilized to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 7: *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p> <p>Staff Responsible for Monitoring: Principal Coaches</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools

Performance Objective 1: Decrease discipline referrals from 928 referrals 2019-2020 to 500 by May 2021.

Evaluation Data Sources: TEA Accountability Summary

<p>Strategy 1: A campus wide Positive Behavior Intervention System will continue to measure attendance, tardies, referrals and grades for each six weeks and for each semester. Students will be tiered on level 1 through 3. The Student Support Counselors will assist with interventions for sub-populations as well as for At Risk students, and will provide assistance for students who are identified on tier 2 and 3.</p> <p>Strategy's Expected Result/Impact: An increase in attendance, a decrease in referrals and an increase in student achievement as measured through campus assessments and report cards.</p> <p>Staff Responsible for Monitoring: Administrators Student Success Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 4 - Perceptions 2</p> <p>Funding Sources: Student Support Counselor Salary & Benefits - SCE</p>	Formative Reviews		
	Nov	Feb	May
		 50%	
<p>Strategy 2: Students will be evaluated in part by student support counselor and administration to provide services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>Strategy's Expected Result/Impact: Fewer in school suspension placements. A decrease in the number of referrals.</p> <p>Staff Responsible for Monitoring: Principal Assistant principals Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
		 45%	

<p>Strategy 3: The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. Parentlink will be used to enhance communication with parents.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate across the campus.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselors Campus Truancy Clerk District Truancy Office Staff</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
		 55%	
<p>Strategy 4: Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
		 50%	
<p>Strategy 5: Students placed in alternative settings such as In School Suspension and Behavior Alternative Classes will receive the technology support that will allow them to continue receiving instruction from their classes through Google Classroom. Providing ear buds will allow instruction without interrupting other students.</p> <p>Strategy's Expected Result/Impact: Uninterrupted instruction from the subject teachers which will result in the student staying up with the class instruction and understanding.</p> <p>Staff Responsible for Monitoring: ISS/BAC teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Ear buds for ISS/BAC - SCE - 199.E.11.6399.00.001.0.30.000 - \$500</p>	Formative Reviews		
	Nov	Feb	May
		 50%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to increase the rigor in instruction campus wide Root Cause: Lack of consistent implementation of research based instructional practices Edit Associated Areas

School Processes & Programs

Problem Statement 4: Lack of consistency regarding student discipline **Root Cause:** Buy in of discipline plan from all stakeholders




Perceptions







Problem Statement 2: Need to develop a system to recognize positive behaviors from students in the classroom **Root Cause:** Lack of consistency of implementing PBIS in the classroom

Goal 4: Improve low performing schools

Performance Objective 2: Increase student attendance from 95.5% to 97.5% by May 2021.

Evaluation Data Sources: Campus reports.

<p>Strategy 1: The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. Parentlink will be used to enhance communication with parents.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate across the campus</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselors Campus Truancy Clerk District Truancy Office Staff</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Student attendance issues will be addressed through intervention by Teen Court.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate across the campus.</p> <p>Staff Responsible for Monitoring: Principal Teen Court committee Campus truancy clerk</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Student attendance issues will be addressed through intervention by Community in School counseling.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate across the campus.</p> <p>Staff Responsible for Monitoring: Principal CIS Campus Representative Campus Truancy Clerk</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 4: Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p> <p>Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p>Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			









Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 74% of our student population are identified as at-risk of not graduating Root Cause: High poverty and lack of parent involvement
Perceptions
Problem Statement 1: Lack of parent involvement Root Cause: Majority or parents do not have flexibility to participate in school activities Edit Associated Areas

Goal 4: Improve low performing schools

Performance Objective 3: US History: increase Meets level scores on STAAR from 60% to 75% by 2021 by reviewing assessment data of students identified as African American, Hispanic, economically disadvantaged and receiving special education services.


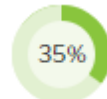





Evaluation Data Sources: EOC Campus Reports

<p>Strategy 1: Subs/tutoring for interventions. Strategy's Expected Result/Impact: Job descriptions, logs, time-sheets, sub rosters, and state assessment results. Staff Responsible for Monitoring: Principals, CIL Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: tutoring - Title 1 Part A - 211.11.6118.67.001.0.30.000 - \$2,500</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: EOC Boot Camps Strategy's Expected Result/Impact: State assessment results, student and teacher, schedules, payroll ledger, and contracts. Staff Responsible for Monitoring: Administrators CIL Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Buy educational technology and supplemental instructional materials blended for differentiated instruction, and interventions for at-risk students and students with disabilities. Strategy's Expected Result/Impact: State assessment results, student and teacher, schedules, payroll ledger, and contracts. Staff Responsible for Monitoring: Administrators CIL Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: Purchase supplemental social studies based reading material leveled for differentiated instruction for at-risk students and students with learning disabilities. Strategy's Expected Result/Impact: State assessment results, student and teacher, schedules, payroll ledger, and contracts. Staff Responsible for Monitoring: Administrators CIL Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Improve low performing schools

Performance Objective 4: Biology: increase Meets level scores on STAAR from 80% to 85% by 2021 by reviewing assessment data of students identified as African American, Hispanic, economically disadvantaged and receiving special education services.

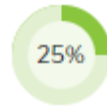
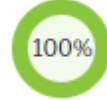





Evaluation Data Sources: EOC Campus Reports

<p>Strategy 1: Subs/tutoring for interventions Strategy's Expected Result/Impact: Job descriptions, logs, time-sheets, sub rosters, and state assessment results. Staff Responsible for Monitoring: Administrators CILs Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Flinn lab bundles - Title 1 Part A - 211.11.6248.00.001.1.30.000 - \$1,000, Tutoring - Title 1 Part A - 211.11.6118.67.001.0.30.000 - \$2,500</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: EOC Boot Camps Strategy's Expected Result/Impact: State assessment results, student and teacher, schedules, payroll ledger, and contracts. Staff Responsible for Monitoring: Administrators CILs Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Buy educational technology and supplemental instructional materials blended for differentiated instruction, and interventions for at-risk students and students with disabilities. Strategy's Expected Result/Impact: State assessment results, student and teacher, schedules, payroll ledger, and contracts. Staff Responsible for Monitoring: Administrators CILs Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: manikins - Title 1 Part A - 211.11.6399.00.001.1.30.000 - \$800, manikin - Title 1 Part A - 211.11.6396.00.001.1.30.000 - \$1,300</p>	Formative Reviews		
	Nov	Feb	May
			
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Goal 4: Improve low performing schools


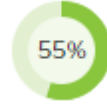




Performance Objective 5: Increase school provided family engagement activities from 2 times per year to 3 times per year by May of 2021.

Evaluation Data Sources: Family engagement activities, calendar, agendas, and audience.

<p>Strategy 1: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p>Strategy's Expected Result/Impact: Parents will be better informed about educational opportunities available to their children.</p> <p>Staff Responsible for Monitoring: Administrator Parent involvement coordinator</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p> <p>Funding Sources: PFE snacks - Title 1 Part A - 211.61.6499.00.001.1.30.215 - \$300, PFE Supplies - Title 1 Part A - 211.61.6399.00.001.1.30.215 - \$2,474</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Host an annual Title I meeting to go over Title I information, requirements, budget, expenditures, and program</p> <p>Strategy's Expected Result/Impact: Improved relationships, student and family engagement, along with subsequent achievement and opportunity.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools

Performance Objective 6: Increase low performing sub-population performance by 5% on all EOC tests by May 2021.

<p>Strategy 1: Targeted intervention and tutorials for sub-populations through small group, tutoring, Blue Catch Up and tutoring as well as supplies such as paper etc.</p> <p>Strategy's Expected Result/Impact: Increase in % passing for sub-populations on the EOC.</p> <p>Staff Responsible for Monitoring: Doug Albus Student Success Counselor Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p> <p>Funding Sources: Tutoring - Title 1 Part A - 211.11.6118.67.001.0.30.000 - \$2,000</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Provide needed technology resources such as Pear Deck as well as the needed hardware.</p> <p>Strategy's Expected Result/Impact: Increase passing rate in sub populations on the EOC</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Leaders Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Pear Deck - Title 1 Part A - 211.11.6248.00.001.1.30.000 - \$3,000, monitor video cards, ipevo pens, web cams, whiteboards, supplies - Title 1 Part A - 211.11.6399.00.001.1.30.000 - \$20,487, CB chargers, extra monitors, adaptors for extra monitor - Title 1 Part A - 211.11.6399.00.001.0.30.000 - \$11,000</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 2: 35% of our student population (SPED,504,and ELL) are identified as students with special needs, and based on our system safeguards report needs additional support in reading, math, social studies and science. Root Cause: High rate of mobility and lack of applying IEP's with fidelity</p> <p>Problem Statement 3: The student population consist of 33% African American and 40% Hispanic, and based on our system safeguards report needs additional support in reading, math, and science for African Americans only. Root Cause: Lack of intervention from earlier grades</p>
Student Learning
<p>Problem Statement 2: Students and staff need to be more aware of student academic progress in tested subjects. Root Cause: Lack of process to display and make parties aware of areas in need of growth.</p>

State Compensatory

Personnel for Hirschi High

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brown, Talitha	Teacher	School Wide	.38
Camp, Elyse	Teacher	School Wide	.63
Fisk, Ricky	Teacher	School Wide	.13
Hedge, Donald	Teacher	School Wide	.50
Hedge, Tonisha	CIL - Math	School Wide	.25
Mallas, Arlene	CIL	School Wide	.13
Mathison, James	Teacher	School Wide	.13
McConnell-Alaniz, Bridget	Teacher	School Wide	.13
Nash, Misty	Aide	COVID CARE	.100
Nash, Tommy	Teacher	School Wide	.13
Slusher, Patsy	Teacher	School Wide	.38
Strachan, Alfred	Aide	COVID CARE	.100
Young, Katy	Success Counselor	School Wide	.100

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was developed in August by the site-based decision making team. The data used to develop the CNA is on the data documentation site. The CNA was reviewed at each site based team meeting.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed and reviewed at each site-based team meeting. The site-based team consisted of the principal, associate principal, teachers, parents, and community members.

2.2: Regular monitoring and revision

The Campus Improvement plan was discussed at all of the scheduled site-based meetings for 2018-2019. During the final meeting, the mission and vision statement was discussed. Input was provided by all of the site-based team members.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is available in PDF form for parents and community members. The document can be translated if needed.

2.4: Opportunities for all children to meet State standards

G2.O2.S1 Campus wide reading and writing initiatives as supported by reading software Newsela.

G2.O1.S3 All, AA, HISP, ECD, EL, and SPED are monitored in reading. Support is provided by the SPED and the Student Success Counselor on campus. In addition SIS support in English I & II will continue. School day and after school tutorials and busing are provided to support these students two days a week. Additional support and supplies are needed to teach reading skills. Students have many gaps in basic reading skills.

2.5: Increased learning time and well-rounded education

G4.O2.S1 The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. Parentlink will be used to enhance communication with parents.

G4.O2.S 2 Student attendance issues will be addressed through intervention by Teen Court.

G4.O2.S 3 Student attendance issues will be addressed through intervention by Community in School counseling.

G4.O6.S1 Targeted intervention and tutorials for sub-populations through small group, tutoring, Blue Catch Up and tutoring

2.6: Address needs of all students, particularly at-risk

See strategies below:

G4.O1.S1 A campus wide Positive Behavior Intervention System will continue to measure attendance, tardies, referrals and grades for each six weeks and for each semester. Students will be tiered on level 1 through 3. The Student Success Counselors will assist with interventions for sub-populations as well as for At Risk students, and will provide assistance for students who are identified on tier 2 and 3.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

See strategies below:

G4.O5.S1 The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.

3.2: Offer flexible number of parent involvement meetings

See strategies below:

The Student Success Counselor holds parent meetings for the purpose of assisting in student success throughout the year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beard, Christina	Teacher	School Wide	.25
Bryant, Mark	Teacher	School Wide	.25
Foster, Julius	Aide	School Wide	.100
Hedge, Tonisha	CIL-Math	School Wide	.13
Mallas, Arlene	CIL-Science	School Wide	.13
McBroom, Elizabeth	CIL-ENG	School Wide	.13
Nash, Tommy	Teacher	School Wide	.38
Naylor, Henri	CIL-SS	School Wide	.13

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus Instructional Leaders -CILs Salaries & Benefits		\$39,200.00
1	1	2	Subs - for EOC camps	211.11.6112.00.001.1.30.000	\$2,000.00
1	1	2	Tutoring	211.11.6118.67.001.1.30.000	\$5,000.00
1	1	2	Tutoring	211.11.6118.67.001.0.30.000	\$2,595.00
2	1	2			\$0.00
2	1	3	Software - NoRedInk, JSTOR research site	211.11.6397.00.001.1.30.000	\$6,000.00
2	1	3	Software - NoRedInk	211.11.6397.00.001.0.30.000	\$5,000.00
2	1	3	Subs	211.11.6112.00.001.0.30.000	\$3,570.00
2	1	3	Tutoring	211.11.6118.67.001.1.30.000	\$5,000.00
2	1	3	ELA reading material	211.11.6329.00.001.1.30.000	\$1,500.00
2	1	6	Salaries & Benefits		\$0.00
2	1	7	Aide Salary & Benefits		\$0.00
2	1	10	Newsela	211.11.6248.00.001.1.30.000	\$4,000.00
2	2	5	Salaries & Benefits		\$0.00
2	2	7			\$0.00
2	3	3			\$0.00
2	3	5	Salaries & Benefits		\$0.00
3	1	2			\$0.00
4	3	1	tutoring	211.11.6118.67.001.0.30.000	\$2,500.00
4	4	1	Flinn lab bundles	211.11.6248.00.001.1.30.000	\$1,000.00
4	4	1	Tutoring	211.11.6118.67.001.0.30.000	\$2,500.00
4	4	3	manikins	211.11.6399.00.001.1.30.000	\$800.00
4	4	3	manikin	211.11.6396.00.001.1.30.000	\$1,300.00
4	5	1	PFE snacks	211.61.6499.00.001.1.30.215	\$300.00
4	5	1	PFE Supplies	211.61.6399.00.001.1.30.215	\$2,474.00
4	6	1	Tutoring	211.11.6118.67.001.0.30.000	\$2,000.00

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	6	2	Pear Deck	211.11.6248.00.001.1.30.000	\$3,000.00
4	6	2	monitor video cards, ipevo pens, web cams, whiteboards, supplies	211.11.6399.00.001.1.30.000	\$20,487.00
4	6	2	CB chargers, extra monitors, adaptors for extra monitor	211.11.6399.00.001.0.30.000	\$11,000.00
Sub-Total					\$121,226.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Mentoring new teachers	199e.21.6118.00.001.0.30.000	\$6,000.00
2	1	3	Student Success Counselor Salary & Benefits		\$0.00
2	1	3	tutors	199.11.6118.67.001.0.30.000	\$5,000.00
2	1	4	NewsELA	199e.11.6248.00.001.0.30.000	\$4,333.00
2	1	6	Salaries & Benefits		\$0.00
2	1	8	Supplies	199.11.6399.00.001.0.30...	\$12,200.00
2	2	2	Covid Aides Salaries & Benefits		\$40,000.00
2	2	5	Salaries & Benefits		\$0.00
2	3	5	Salaries & Benefits		\$0.00
4	1	1	Student Support Counselor Salary & Benefits		\$0.00
4	1	5	Ear buds for ISS/BAC	199.E.11.6399.00.001.0.30.000	\$500.00
Sub-Total					\$68,033.00
Focus/Priority Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	HRS		\$0.00
2	1	6	supplies		\$0.00
2	2	2	tutor		\$0.00
Sub-Total					\$0.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00

Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	5			\$0.00
2	1	9			\$0.00
2	2	1			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	6			\$0.00
2	3	1			\$0.00
2	3	4			\$0.00
2	3	6			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$189,259.00

Addendums

Account Level		2020-21	2020-21	September 2020-21	2020-21	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
211	ESEA Title I Part A						
E	Expense						
6100	Payroll Costs						
211 E 11 6112 00 001 1 30 000	Substitutes	2,000.00	2,000.00	0.00	0.00	0.00	2,000.00
211 E 13 6118 00 001 1 30 000	Extra Duty Pay Profession/00/X	2,000.00	2,000.00	0.00	0.00	0.00	2,000.00
211 E 11 6118 67 001 1 30 000		10,000.00	10,000.00	0.00	0.00	0.00	10,000.00
211 E 11 6119 00 001 1 30 000		104,712.00	104,712.00	0.00	0.00	0.00	104,712.00
211 E 11 6129 00 001 1 30 000		27,731.00	27,731.00	0.00	0.00	0.00	27,731.00
211 E -- 61-- -- -- -- --		146,443.00	146,443.00	0.00	0.00	0.00	146,443.00
6200	Contracted Svc						
211 E 11 6248 00 001 1 30 000		33,850.00	33,850.00	0.00	0.00	25,350.00	8,500.00
211 E -- 62-- -- -- -- --		33,850.00	33,850.00	0.00	0.00	25,350.00	8,500.00
6300	Supplies						
211 E 11 6329 00 001 1 30 000		1,500.00	1,500.00	0.00	0.00	0.00	1,500.00
211 E 11 6399 00 001 1 30 000	Supplies & Materials/00/X	26,678.00	26,678.00	0.00	0.00	0.00	26,678.00
211 E 61 6399 00 001 1 30 215	Supplies & Materials/00/Parent	2,474.00	2,474.00	0.00	0.00	0.00	2,474.00
211 E -- 63-- -- -- -- --		30,652.00	30,652.00	0.00	0.00	0.00	30,652.00
6400	Other Op Costs						
211 E 61 6499 00 001 1 30 215	Other Misc Oper Exp/00/Parent	300.00	300.00	0.00	0.00	0.00	300.00
211 E -- 64-- -- -- -- --		300.00	300.00	0.00	0.00	0.00	300.00
211 E -- ---- -- -- -- --		211,245.00	211,245.00	0.00	0.00	25,350.00	185,895.00
211 - -- ---- -- -- -- --		-211,245.00	-211,245.00	0.00	0.00	-25,350.00	-185,895.00
Grand Expense Totals		211,245.00	211,245.00	0.00	0.00	25,350.00	185,895.00

Number of Accounts: 10

***** End of report *****

Account Level							2020-21	September 2020-21	2020-21	Encumbered	Unencumbered	
FND	T	FC	OBJ	SO	ORG	F PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance - YTD Act
199	E	11	6112	00	001	0 30 000	Substitutes					
199	E	11	6112	27	001	0 30 000	Substitutes-staff Dev					
199	E	11	6112	67	001	0 30 000	Substitutes-tutorials					
199	E	11	6118	67	001	0 30 000	Extra Duty-prof-tutorials	8,000.00				8,000.00
199	E	21	6118	00	001	0 30 000	Extra Duty Pay Profession/00/X	2,600.00				2,600.00
199	E	11	6248	00	001	0 30 000	Maint Agr/online Srv					
199	E	11	6248	00	001	0 30 290	Maint Agr/online Srv					
199	E	34	6294	67	001	0 30 000	Misc Contract Svc	2,500.00				2,500.00
199	E	11	6295	67	001	0 30 000	Transportaion Chgs					
199	E	11	6298	00	001	0 30 290	Computer Drops					
199	E	11	6329	00	001	0 30 290	Reading Materials					
199	E	11	6395	00	001	0 30 000	Computer Equipment					
199	E	11	6395	00	001	0 30 290	Computer Equipment					
199	E	11	6397	00	001	0 30 000	Software/lic <5000					
199	E	11	6397	00	001	0 30 290	Software/lic <5000					
199	E	11	6399	00	001	0 30 000	Supplies	17,840.00			82.50	17,757.50
199	E	11	6399	00	001	0 30 290	Supplies					
199	E	11	6399	00	001	0 30 407	Supplies & Materials					
199	E	11	6399	00	001	0 30 425	Supplies & Materials/00/Instr.					
199	E	11	6410	00	001	0 30 503	Itinerant Staff Trav					
199	E	13	6411	00	001	0 30 000	Travel-staff					
199	E	13	6411	00	001	0 30 290	Travel-staff					
199	E	11	6499	00	001	0 30 460	Other Misc Oper Expenses/00/Ma					
---								30,940.00			82.50	30,857.50
=====											=====	=====
---								-30,940.00			-82.50	-30,857.50
Grand Expense Totals								30,940.00			82.50	30,857.50

Number of Accounts: 23

***** End of report *****