

# **Plano Independent School District**

## **Mcmillen High School**

### **2023-2024 Improvement Plan**



**Board Approval Date:** October 3, 2023

# Mission Statement

McMillen High School takes pride in preparing our diverse community of students in a safe and supportive environment to inspire them to be successful lifelong learners.

## Vision

Relationships. Relevance. Rigor.

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Site-Based Advisory Committee	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Students: 1,103

9th: 554

10th: 549

Female: 541 49.05%

Male: 562 50.95%

Ethnicity	Percentage
Hispanic	35.63%
White	28.38%
Asian	20.22%
Af. Amer.	11.15%
Two or more	4.35%
AI	0.27%

Group	Number	Percentage	9th	10th	Hisp	White	Asian	Af. Am.	2 or more	AI
GT	93	16.55%	52	41	23.66%	40.86%	23.66%	4.30%	7.53%	0.00%
EL	206	18.86%	113	93	80.58%	6.80%	12.14%	0.00%	0.49%	0.00%
Eco Dis	419	19.12%	211	208	59.67%	9.55%	10.74%	16.47%	3.58%	0.00%
Sp Ed	130	11.78%	70	60	42.31%	22.31%	16.62%	16.92%	3.85%	0.00%
504	147	13.32%	74	73	33.33%	43.54%	8.84%	10.20%	3.40%	0.00%
Dyslexia	68	6.16%	37	31	41.18%	39.71%	2.94%	13.24%	2.94%	0.00%



# Student Learning

## Student Learning Summary

	Current Data				2022 23 Data				
Course Name	Enrolled	1	2	3	4	5	Exams Given	Mean Score	%3 or above
Calc BC AP	3								
Comp Sci Prn AP	62	2% (1)	13% (7)	38% (21)	30% (7)	18% (10)	56	3.5	85% (48)
Env Sci AP	14								
Eur Hist AP	35	0% (0)	28% (5)	6% (1)	39% (7)	28% (5)	18	3.67	72% (13)
Human Geo	161	7% (8)	11% (12)	15% (16)	35% (38)	31% (34)	108	3.72	81.20%
Hum W Hist APGT	203	3% (5)	22% (39)	30% (54)	20% (35)	26% (46)	179	3.44	75% (135)
Total	478								

## Student Learning Strengths

Students that take an AP exam usually outperform the district and national average.

The majority of students score a 3 or higher on their AP exam.

This is the first year that McMillen offered Environmental Science AP.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** McMillen has a low percentage of Hispanic and African American students taking AP courses.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS 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
- Action research results

# Goals

**Goal 1:** Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 baseline to 2024.

1.8 DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 baseline to 2024.

1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

## **Performance Objective 1: 9-12 READING LANGUAGE ARTS**

The percent of students that score Meets grade level or above on STAAR English I and II will increase from 62% and 74% respectively in 2022 to 70% and 80% by June 2024. The Special Education student group performance will increase from 6% in 2022 to 15% by June 2024. The Economically Disadvantaged student group performance will increase from 34% in 2022 to 38% by June 2024. The EB student group performance will increase from 16% in 2022 to 25% in June 2024.

**Evaluation Data Sources:** 2024 STAAR EOC English I & II

**Goal 1:** Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

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1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

## **Performance Objective 2: 9-12 MATHEMATICS**

The percent of students that score Meets grade level or above on the Algebra I EOC will increase from 27% in 2022 to 40% by June 2024. The Special Education student group performance will increase from 5% in 2022 to 10% by June 2024. The Economically Disadvantaged student group performance will increase from 6% in 2022 to 15% by June 2024. The EB student group performance will increase from 4% in 2022 to 15% in June 2024.

**Evaluation Data Sources:** 2024 STAAR/EOC Algebra I

**Goal 1:** Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

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1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

### **Performance Objective 3: 9-12 SCIENCE**

The percent of students that score Meets grade level or above on STAAR/EOC Biology I will increase from 66% in 2022 to 75% by June 2024. The Special Education student group performance will increase from 13% in 2022 to 20% by June 2024. The Economically Disadvantaged student group performance will increase from 31% in 2022 to 38% by 2024. The EB student group performance will increase from 20% in 2022 to 30% by June 2024.

**Evaluation Data Sources:** 2024 STAAR/EOC Biology

**Goal 2:** Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

**Performance Objective 1: PSAT/NMSQT (10th Grade)**

The percentage of 10th grade students who meet the CCR Standard on PSAT/NMSQT Math will increase from 47% in 2023 to 56% by 2024. The percentage of 10th grade students who meet the CCR Standard on PSAT/NMSQT Evidence-Based Reading and Writing will increase from 64% in 2023 to 68% by 2024.

**Goal 3:** Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 1:** The all student and individual student group attendance rates will be maintained at 96% or higher.



**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 2:** The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 3:** The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol ( PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 4:** The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 5:** All incidents requiring a threat assessment will be completed per District policy.

**Goal 5:** Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.





Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

**Goal 6:** The percent of students that score Meets grade level or above on STAAR/EOC Biology I will increase from 66% in 2022 to 75% by June 2024. The Special Education student group performance will increase from 13% in 2022 to 20% by June 2024. The Economically Disadvantaged student group performance will increase from 31% in 2022 to 38% by 2024. The EB student group performance will increase from 20% in 2022 to 30% by June 2024. Additionally, by using the data from Lead4Ward's Leadership Report card, students will score a 65 or higher in at least 6 of the 9 TEKS Clusters.

**Performance Objective 1:** The two lowest TEKS Clusters tested were B.4, Cell Structure and Function, and B.10, Levels of Biological Systems. Both of these areas lend themselves to more scaffolding throughout the school year.

**Evaluation Data Sources:** The plan is to use the district PMA as a baseline, not only for these 2 main concepts but all of them, then reassessing these 2 areas specifically by incorporating a couple of extra test questions in future units, even if those items are not graded, so that additional data will be used for discussion in team meetings. If we can get access to those new question types by getting Formative, that will give more valuable data because we have found out that those 2 areas that dropped the most were hit most heavily by the new question types, so it might not be as much a content area as it is a function of those new styles of questions. Formative would allow us to practice them, and also assess them.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Both of these areas lend themselves to more scaffolding throughout the school year. These ideas need to purposefully be revisited and whenever possible, related to the current unit of study. It is suggested that they be incorporated into warm ups and a couple of test questions.  <b>Staff Responsible for Monitoring:</b> Biology teachers, Ms. LoBue, and Ms. Kneisel	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Purchase full membership of Formative for all Biology teachers. Formative is great for warm ups and practice and has a huge library of the new types of questions found on the new EOC tests.	Formative		Summative
	Nov	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 7:** The percent of students that score Meets grade level or above on STAAR English I and II will increase from 62% and 74% respectively in 2022 to 70% and 80% by June 2024. The Special Education student group performance will increase from 6% in 2022 to 15% by June 2024. The Economically Disadvantaged student group performance will increase from 34% in 2022 to 38% by June 2024. The EB student group performance will increase from 16% in 2022 to 25% in June 2024.

#### ENGLISH 1:

Students will increase the mastery of the following SE (student expectations) with ALL ELA 1 students:

E1.4 (F) make inferences and use evidence to support understanding (58 is current score...goal is to move the needle to 65 to show proficiency)

E1.5 (D) paraphrase and summarize texts in ways that maintain meaning and logical order (move the needle from 63 to 65)

E1.5 (G) discuss and write about the explicit or implicit meanings of text

#### ENGLISH 2:

Student will increase the mastery of the following SE (student expectations) with ALL ELA 2 students:

E2.5 (D) paraphrase and summarize texts in ways that maintain meaning and logical order

E2.5(G) discuss and write about the explicit or implicit meanings of text

E2.6(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts

**Performance Objective 1:** Students will show that they are able to summarize, inference and paraphrase a variety of texts.

#### High Priority

**Evaluation Data Sources:** This will be measured in each PMA. Each PMA we will review with students the questions that required them to inference a text, and use quick assessments in class to verify students are mastering the TEKS addressed above. The baseline will come from the released EOC questions that we use as practice to determine students prior knowledge. This will be done in one class session and in PLC, each teacher will break down their student data to determine the highest needs as well as small groups. Students who are retesting in ELA 1 or 2 will have review of these HPKS in advisory where they will be reviewed 3 days/week from teacher created curriculum.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Teachers will utilize released STAAR questions to test/quiz students to obtain a baseline with prior knowledge. From there, all lessons will have a component (warmups, collaborative thinks, group activities, quickwrites) that will allow students to show mastery of inferencing texts and summarizing.  <b>Strategy's Expected Result/Impact:</b> Students will increase their knowledge of inferencing which will result in an increased performance on the English 1 or 2 STAAR/EOC exam  <b>Staff Responsible for Monitoring:</b> English teachers and supervising assistant principal.		<b>Formative</b>		<b>Summative</b>
		<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 2 Details		Reviews		
<p><b>Strategy 2:</b> PMA (progress monitoring checks) will be done regularly, per the district calendar. Grades will not be given, but will use as a tool for mastery with students. After students complete PMA's there will be a review session in which students review the answers, but teachers will be obligated to review the content and explicitly review material so that classes are earning 80% mastery on content regarding the identified HPKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth will be measured by reviewing data from the PMA's as well as daily assignments that are created per the district to help student measure these texts. Teachers will calibrate grading in PLC to make sure all students are receiving the same feedback for assignments. During writing days, or projects that require multiple days, teachers will intentionally have writing small group pull outs with their students to make sure they are given direct feedback regarding their progress on HPKS.</p> <p><b>Staff Responsible for Monitoring:</b> English teachers and supervising assistant principal</p>	Formative		Summative	
	Nov	Feb	June	

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue



**Goal 8: Math:**

The percent of students that score Meets grade level or above on the Algebra I EOC will increase from 27% in 2022 to 40% by June 2024. The Special Education student group performance will increase from 5% in 2022 to 10% by June 2024. The Economically Disadvantaged student group performance will increase from 6% in 2022 to 15% by June 2024. The EB student group performance will increase from 4% in 2022 to 15% in June 2024. The student will be able to solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides by the Algebra 1 EOC.

**Performance Objective 1:** The student will practice this standard at least twice a unit.

**High Priority**

**Evaluation Data Sources:** This standard will be assessed at least twice a unit.

**Goal 9: Social Studies:**

To equip students with strong writing skills that enable them to excel academically and communicate effectively in various contexts.

**Performance Objective 1:** Increase Writing Proficiency: Improve students' writing proficiency in Social Studies classes by 20% over the next academic year.

Alignment of Writing Strategies: Ensure that both English and Social Studies departments incorporate common writing strategies and assessment criteria in their lessons.

Curriculum Alignment: Collaborate to identify specific writing skills and strategies that should be emphasized in both departments. Develop a cross-disciplinary writing rubric.

**Evaluation Data Sources:** Looking at social studies writing we model that off of English's Short Constructive responses. To measure success rate, we would look at semester exam scores with their writing piece and improve by 8% from last year's scores.

**Goal 10: ESL:**

Student Growth Goal - 62 students will grow

30% of students will grow on their 2024 Composite TELPAS score or remain AH, with growth in at least 2 TELPAS domains

OR

- 25% of students will grow on their 2024 Composite TELPAS score

- 5% of AH students will increase their 2024 TELPAS scores in at least 2 domains, and remain AH

Student Reclassification\* Goal - 10 students will reclassify

5% of EB students will reclassify as Monitored by scoring AH composite, and passing all STAAR English EOC without any LPAC designated supports

\*In order to become M1 (Reclassify) in the 24-25 school year, the student will need to score AH composite in spring of 2024 (but not AH in all domains) along with passing their respective STAAR RLA/ Eng EOC without any designated supports coming from the LPAC for language reasons.

**Performance Objective 1:** Identifying "bubble kids" by department

Goal setting with every EB student

Increasing awareness of TELPAS assessment items among staff

Peer-coaching towards teacher defined goals for EB students

Integration of EB strategies

Summit K-12 lessons, data analysis and Read 180 Decoding lessons in ELDA and ESOL classes

MHS ESL PLC, with input on data from other campus leadership team members, MAS staff, and academic thought-partners in EB strategies

**Evaluation Data Sources:** The students performance will be tracked through a growth data dashboard.

**Goal 11:** CTE, Fine Arts, Visual Arts and LOTE:

The percent of students that score Meets grade level or above on all STAAR/EOC exams will increase by 5% from Fall of 2023 due to elective teachers providing specific academic support to students taking Biology, English, and Algebra 1 this academic year.

**Performance Objective 1:** At least 2 CTE teachers will review Biology vocabulary and have a word wall dedicated to Biology; at least 2 teachers will review English vocabulary as well as review inferencing, summarizing and paraphrasing; and at least 3 teachers will review solving multiple variable equations provided to us by the algebra department.

**Evaluation Data Sources:** STAAR/EOC data from 2024

**Goal 11:** CTE, Fine Arts, Visual Arts and LOTE:

The percent of students that score Meets grade level or above on all STAAR/EOC exams will increase by 5% from Fall of 2023 due to elective teachers providing specific academic support to students taking Biology, English, and Algebra 1 this academic year.

**Performance Objective 2:** The Fine Arts and Visual Arts departments will use academic language in daily lessons to support to growth and development of student's vocabulary.

**Evaluation Data Sources:** STAAR/EOC data from 2024

**Goal 12:** Students that have been identified as having a "learning loss" will be provided additional tutoring after school. Students will be provided with bus transportation. Additionally, staff will review assessment data to provide intervention for students.

**Performance Objective 1:** Utilizing ESSER III dollars, the campus will provide extended planning to interpret formative assessment and unit assessment data to plan/adjust Tier 1 instruction.

**Goal 12:** Students that have been identified as having a "learning loss" will be provided additional tutoring after school. Students will be provided with bus transportation. Additionally, staff will review assessment data to provide intervention for students.

**Performance Objective 2:** Utilizing ESSER III dollars, the campus will utilize staff to provide tutorials to students that have been identified as having a "learning loss" and will also provide bus transportation as needed for these students.

# Site-Based Advisory Committee

Committee Role	Name	Position
Administrator	Kamden Kneisel	Assistant Principal
Administrator	Kamili Carthledge	Assistant Principal
Administrator	Matthew Williams	Principal
Librarian	Meredith Smith	Librarian
Classroom Teacher	Bo Slaton	Teacher/Coach
Classroom Teacher	Deanna Uwaga	Teacher/Coach
Classroom Teacher	Erin Britten	Teacher
Classroom Teacher	Lenne Stricker	Teacher/Coach
Classroom Teacher	Maria Rohr	Teacher
Administrator	Mary Cabrera	Assistant Principal
Classroom Teacher	Melissa Ait Belaid	Teacher
Classroom Teacher	Newton Buliva	Teacher
Administrator	Nicholas King	Assistant Principal
Classroom Teacher	Peri LoBue	Teacher
Classroom Teacher	Robin Woodard	Teacher
Counselor	Sarah Killion	Lead Counselor
Classroom Teacher	Tami McCauley	Special Education Department Chair
Classroom Teacher	Tom Dekeyser	Teacher
Classroom Teacher	Tracie Redd	Teacher
Parent	Amy Helmke	Parent
Counselor	Allison Youderian	Counselor