

**Luling Independent School District**  
**Luling High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Provide a challenging, rigorous curriculum that develops citizens that are prepared, empowered, and inspired to make positive contributions in our communities.

## Vision

Prepare • Empower • Inspire

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Student Demographics

	2024-2025	2023-2024	2022-2023
Economic Disadvantage	80%	72%	71%
Special Education Participation	13%	12%	12%
Emergent Bilingual	17%	19%	21%
Graduation Rate	*	97%	97%
CCMR Data	63%	49%	38%

The campus' student data reveals that the demographics of special populations (Special Education and Emergent Bilingual) has remained consistent overall. However, there has been a notable increase in the number of economically disadvantaged students. This shift highlights a growing need for targeted support and resources to ensure these students can succeed academically and are equipped with the tools needed to overcome potential barriers related to economic hardship.

Luling High School has maintained a consistent graduation rate (97%) that exceeds the state average of 90%, according to the TEA. Additionally, the College, Career, and Military Readiness (CCMR) data has shown significant improvement, rising from 38% in 2022 to 63% in 2024. These positive trends indicate strong progress in preparing students for post-graduation success.

	2024-2025	2023-2024	2022-2023
White	25%	24%	24%
Hispanic	67%	65%	69%
Black/African American	6%	11%	6%
Asian	0	0	1%
Two or More Races	2%	0	0

The campus student demographics have remained stable, with Hispanic students representing the largest group at 67% in 2024. This consistency provides a clear picture of the student population and helps guide decisions around resource allocation and support.

The campus total enrollment has remained consistent, with 403 students enrolled for the 2024-2025 school year. For the past several years, the enrollment has stabilized around the 400-student mark, reflecting a steady school community.

**Staff Demographics:**

	2024-2025	2023-2024	2022-2023
White	78%	64%	60%
Hispanic	18%	23%	23%
Black/African American	4%	13%	15%
Asian	0	0	2%
Two or More Races	0	0	0

The staff demographics at the school are somewhat diverse, with 78% of the staff identifying as white. This composition highlights the need for ongoing efforts to enhance diversity among faculty to better reflect and support the student population.

This school year, the staff gender composition consists of 29 female and 17 male staff members.

**At-Risk Students**

During the 2024-2025 school year, 69 percent of students at Luling High School are classified at at-risk. A student is identified as 'At-Risk' of not meeting standards or dropping out of school using the state-defined criteria listed below.

1. The student was not advanced from one grade level to the next for one or more school years.
2. Is in grade, 7-12, and did not maintain an average of equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.
3. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
4. Is in prekindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.
5. Is pregnant or is a parent.
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school.
10. Is a student of limited English proficiency, as defined by Section 29.052.
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official.
12. Is homeless, McKinney-Vento, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the LEA, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

### **Demographics Strengths**

Luling High School comprises individuals from various ethnic, socioeconomic, and cultural backgrounds, fostering a rich learning environment. This diversity promotes cultural exchange tolerance and broadens students' perspectives. Additionally, a balanced gender distribution ensures equal opportunities and representation. The presence of students with varying academic abilities and interests encourages collaboration and peer learning. Ultimately, our campus demographic strength contributes to a vibrant and inclusive educational experience for all students.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Overall, our EB population has been consistent. However, we are seeing an increase of non-English speakers which leads to communication barriers. **Root Cause:** Staff and students communicate solely in their native language.

# Student Achievement

## Student Achievement Summary

### STAAR End-of-Course (EOC) Data

	Performance	2024	2023	2022
English I	Approaches	61%	62%	49%
	Meets	44%	45%	30%
	Masters	8%	5%	5%
English II	Approaches	68%	66%	68%
	Meets	49%	43%	48%
	Masters	4%	2%	6%
Algebra I	Approaches	72%	72%	71%
	Meets	17%	21%	54%
	Masters	4%	4%	18%
Biology	Approaches	89%	87%	75%
	Meets	47%	48%	41%
	Masters	10%	10%	10%
US History	Approaches	93%	97%	95%
	Meets	45%	74%	79%
	Masters	8%	39%	54%

The STAAR EOC data presents a mixed picture, especially for the English Language Arts (ELA) subject area, particularly regarding growth and the ongoing issue with retesters. While there may be overall growth in ELA scores, specific first time test takers, these students had a 68% pass rate for English I and 77% pass rate for English II. However, retester performance impacted the overall ELA performance - English I (-7%) and English II (-9%).

The campus has planned for targeted intervention and classes to support all retesters, especially ELA, to help close the achievement gap.

### College, Career, and Military Readiness (CCMR) Data

	2024	2023	2022
CCMR	63%	49%	38%

	2024	2023	2022
Graduation Rate		97%	97%
TSI - Met Math and ELA	11%	12%	6%

The increase in College, Career, and Military Readiness (CCMR) data can be attributed to several strategic initiatives implemented at the campus. These efforts have significantly enhanced student preparedness for post-secondary education, careers, and military service. This includes the following:

- **Expanded Course Offerings** - The introduction of more AP, and dual credit courses has provided students with greater access to rigorous academic content.
- **Targeted Recruitment** - Efforts to recruit underrepresented students into advanced programs have ensured that a diverse group of students benefits from these opportunities.
- **Enhanced Instructional Support** - Professional development for teachers in advanced courses has improved instructional quality and student engagement, leading to higher achievements levels.
- **Access to Certification Programs** - Increased offerings of industry-recognized certification programs through CTE have enabled students to gain valuable skills and credentials.
- **Tailored Preparation Programs** - Implementing targeted preparatory courses for certification assessments has helped students build confidence and competence in their respective fields.
- **Data-Driven Decision Making** - The formation of focus monitoring group allows for ongoing analysis of CCMR data, enabling teachers to identify trends, strengths, and areas for improvement in real-time.
- **Strategic Interventions** - The focus monitoring group can develop and implement targeted interventions based on data insights, helping address specific challenges faced by students in achieving CCMR.

### Campus Performance - Accountability

Due to lawsuits filed by multiple school districts throughout Texas in regard to the accountability system, ratings for 2024 have not been released. A similar scenario occurred regarding the 2023 ratings, which were never released. Campuses have not received a rating since 2022.

### Student Achievement Strengths

Luling High School has demonstrated academic achievement through increased participation in advanced courses, improved performance in the 'Meets' column for ELA STAAR-EOC, plus, improved scores for first time test takers for ELA. Additionally, CCMR data has increased due to enhanced academic opportunities and focused monitoring. The school's strong graduation rate and collaborative teacher efforts through PLCs further highlight this commitment to academic excellence and postsecondary readiness.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Students who retake the STAAR EOC exams for English I and II continue to struggle with passing rates. **Root Cause:** Insufficient reading comprehension and writing skills.

# School Culture and Climate

## School Culture and Climate Summary

The school culture and climate at the high school are characterized by a positive and inclusive environment that promotes student engagement, academic focus, and sense of community among students, staff, and families. The following elements highlight the current state of school culture and climate and identify areas for improvement:

- **Diversity and Inclusion** - The campus promotes a culture that respects and celebrates diversity, fostering an inclusive environment where all students feel valued and supported.
- **Safe Spaces** - Efforts are made to create safe spaces for all students, encouraging open dialogue and acceptance among peers.
- **Active Participation** - A wide range of extracurricular activities and clubs encourages student involvement, promoting and acceptance spirit and a sense of belonging.
- **Rigorous Academic Standards** - The campus maintains expectations for academic achievement, encouraging a culture of excellence and continuous improvement.
- **Support Systems** - Structures are in place to support struggling students, including tutoring programs, mentoring, and counseling services, ensuring that all students have the resources they need to succeed.
- **Collaborative Culture** - Professional Learning Communities (PLCs) foster collaboration among teachers, promoting the sharing of best practices and mutual support in instructional improvement.
- **Ongoing Professional Development** - Regular professional development opportunities equip teachers with the skills and strategies to meet the diverse needs of their students.
- **Recognition Programs** - Acknowledgement and reward system for positive behavior, perfect attendance, and academic achievements help reinforce a culture of motivation and respect.
- **Partnerships with Families** - The campus actively engages families through communication, events, and volunteer opportunities, fostering a collaborative relationships between home and school.
- **Community Involvement** - Partnerships with local organizations and businesses to enrich the school environment and provides additional resources and support for students and families.

## Staff and Student Climate Survey

At certain points throughout the school year, the campus and district conduct staff and student climate surveys to gather insights in tot he perceptions, experiences, and needs of both educators and students within the high school. These surveys provide valuable data that inform decision-making, enhance school culture, and improve overall educational outcomes.

In response to feedback gather from the staff survey (23-24), the campus has implemented several adjustments to the professional development program. These changes aim to better meet the needs of educators, enhance instructional practices, and promote a collaborative learning environment.

## Safety Drills on Campus

Conducting regular safety drills on campus is essential for ensuring preparedness of students and staff in the event of emergencies. These drills help familiarize everyone with safety procedures, promote a culture of safety, and enhance overall readiness.

## Student Behaviors and Discipline

Improving classroom management has been an essential focus. Collaborating with teachers to enhance their classroom management strategies involves providing support, resources, and ongoing professional development.

Regular administrative meetings focused on student behavior concerns are essential for maintaining a positive school climate and ensuring that teachers are consistently enforcing campus-wide expectations. These meetings provide a structured platform for discussing behavioral issues, reviewing discipline referrals, and planning further interventions.

## DAEP Placements

During the 23-24 school year, there was a significant increase in the number of student being placed in the District Alternative Education Program (DAEP) due to vaping violations. This trends raises concerns regarding student health, safety, and overall climate.

### **Campus Leadership Team**

A Campus Leadership Team (CLT) comprised of both administration and teachers is an essential component of fostering collaboration, enhancing communication, and driving school improvement initiatives. This team serves as a bridge between leadership and staff, ensuring that all voices are heard and that collective efforts are aligned with the school's goals.

The CLT team meets on a monthly basis.

### **Communities in School (CIS)**

Communities in School (CIS) is a national organization dedicated to helping students succeed by providing comprehensive support services that address both academic and non-academic barriers to learning. With partnership between Luling High School and CIS, community organizations, and families, CIS works to create a support network that empowers students to achieve their full potential.

Currently, there is a CIS counselor housed at Luling High School.

### **School Culture and Climate Strengths**

A positive school culture and climate are essential for fostering a supportive learning environment where students and staff can thrive. Key strengths of the school culture and climate at the Luling High School include the following:

- Inclusively and Diversity
- Strong Positive Teacher-Student Relationships
- Student Engagement
- Student Leadership Opportunities
- Focus on Well-Being
- Open Communication
- Commitment to Professional Learning
- Celebration of Achievement
- Supportive Leadership - Campus and District

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Inconsistent Behavior Expectations: Inconsistencies in enforcing behavior expectations among staff create confusion for students and undermine efforts to establish a positive school climate. **Root Cause:** Teachers not consistently holding students accountable.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Staff Information	Count
Total Staff	48
Professional Staff	40
Teachers	34
Professional Support	4
School Leadership	2
Paraprofessionals	8
<b>Teachers by Highest Degree Held</b>	
No Degree	2
Bachelors	32
Masters	11
Doctorate	1
<b>Certified Staff</b>	
Certified Staff	28
Special Ed. Certification	6
ESL Certification	9

## Support Structures

The high school campus implements a comprehensive Mentor Program aimed at supporting early-career teachers (those with three years or less of experience) to enhance their professional development and effectiveness in the classroom. Key features of the program include:

- **Mentor Pairing** - New teachers are paired with experienced mentors who have a proven track record of successful teaching practices. These mentors provide personalized support tailored to the specific needs of their mentees.
- **Ongoing Guidance and Support** - Mentors offer continuous guidance in various areas, including classroom management, instructional planning, and assessment practices.
- **Professional Development** - The program includes opportunities for professional development, such as workshops and training sessions, focusing on best practices in teaching, technology integration, and instructional strategies.
- **Regular Meetings** - Mentors and mentees meet regularly to discuss challenges, share successes, and reflect on teaching practices. These meetings foster open communication and provide a platform for feedback and growth.
- **Collaborative Learning Environment** - The program encourages a collaborative culture among teachers, promoting sharing of resources, ideas, and experiences to build a strong professional learning community.
- **Emphasis on Retention** - By providing essential support and resources, the Mentor Program aims to increase teacher retention rates, reduce feelings of isolation, and enhance

job satisfaction among early-career educators.

In summary, the Mentor Program at the high school campus serves as a vital resource for new teachers, promoting their professional growth, enhancing instructional practices, and fostering a supportive educational community.

### **Teacher Support through PLC and Professional Development**

The campus provides support for teachers through Professional Learning Communities (PLCs) and targeted professional development initiatives aimed at enhancing instructional practices and improving student outcomes.

- Professional Learning Communities (PLCs)
  - Collaboration and Sharing of Instructional Strategies
  - Data-Driven Discussions
  - Differentiation Strategies
- Professional Development
  - Training
  - Coaching and Mentoring
  - Continuous Learning Opportunities

Overall, the support provided through PLCs and professional development empowers teachers to enhance their instructional practices, collaborate effectively, and ultimately improve student learning outcomes.

### **Data Talks**

Following unit and interim assessments, STAAR tested teachers meet for data talk meetings. These meetings involve structured discussions to analyze student performance data and make informed decisions to improve instruction and student outcomes. Key components of the meeting include:

- **Review of Assessment Data** - Review data to identify trends, strengths, and areas for improvement. In addition, break down the data by student groups to identify gaps in achievement.
- **Identify Patterns and Trends** - Discuss trends in student performance to pinpoint specific areas where students are struggling (standards, topics, or skills) and where targeted intervention is needed. Plus, identify areas where students are excelling, allowing teachers to replicate successful strategies in other areas.
- **Instructional Adjustments** - Based on the data, teachers can adjust their instructional practices, focus where students are struggling, and modify lesson plans to better address gaps in learning.
- **Targeted Interventions** - Identify students in need of additional support (whole or small group, or reteach) based on assessment data.
- **Progress Monitoring** - Regularly revisit assessment data to monitor progress toward these goals, making necessary adjustments along the way.

### **Classroom Walkthroughs**

Classroom walkthroughs are structured observations by administrators and instructional leaders to assess instructional practices, gather data on student engagement, and provide constructive feedback to teachers. These walkthroughs aim to enhance teaching effectiveness and support continuous improvement across the campus.

### **T-TESS Process**

To support teachers, each educator will participate in the T-TESS (Texas Teacher Evaluation and Support System) process throughout the school year. This process includes setting individual professional goals as well as student learning goals. Teachers will work collaboratively with their evaluators to develop meaningful, data-driven objectives aimed at improving both teaching practices and student outcomes. The T-TESS framework provides continuous feedback, promoting professional growth and ensuring that instructional practices align with campus and district priorities. This approach fosters reflective teaching and help guide targeted efforts to enhance classroom instruction and student achievement.

## Social Emotional Specialist

The district provides a Social Emotional Specialist available to support staff in addressing mental health concerns. This resource is essential for promoting staff well-being and resilience, ensuring that educators have access to professional guidance and support. By focusing on mental health, the specialist can help create a more positive and productive school environment, ultimately benefiting both staff and students.

## Staff Recruitment

Effective staff recruitment is crucial for maintaining a high-quality educational environment. The high school campus employs several strategies and retain effective staff:

- **Detailed Job Postings** - Each job posting outlines the roles, responsibilities, and qualifications expected from candidates, ensuring transparency and attracting suitable applicants.
- **Partnerships with Universities** - Collaborate with area college and universities to connect with teacher preparation programs, providing opportunities for internships and student teaching placements.
- **Job Fairs and Recruitment Events** - Participate in job fairs and recruitment events to meet potential candidates in person, showcasing the campus' strengths and community engagement.
- **Social Media Outreach** - Leverage social media platforms to promote job openings, share success stories, and highlight the positive aspects of working at the campus.
- **Online Job Boards** - Post vacancies on various online job boards and educational websites to reach a wider audience of potential candidates.
- **Timely Communication** - Ensure prompt communication with applicants throughout the recruitment process, keeping them informed and engaged.
- **Structured Interviews** - Conduct structured interviews that assess candidates' teaching philosophies, instructional strategies, and compatibility with the school culture. In addition, during scheduled interviews, involve teachers in the interview process to gather a diverse perspectives on candidates.

## Staff Quality, Recruitment, and Retention Strengths

Campus administration has sought and received support from District administration to provide retention bonuses and stipends to those teachers who are assigned to hard to fill areas. The retention bonuses and stipends have assisted campus administration in retaining highly effective teachers.

- Immediate feedback from administration on walkthroughs and evaluations.
- High-quality professional development.
- An interview process that includes a demonstration lesson by the candidate.
- District and campus mentor program.
- Collaborative teaching teams.
- Professional Learning Communities (PLC).

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Our campus is experiencing a persistent challenge in attracting qualified candidates for teaching positions, especially STAAR-tested or hard to fill areas including math, science, and ELA. Despite our efforts in recruitment, the pool of applicants remains small, and many candidates lack the necessary qualifications or experience. **Root Cause:** A shrinking teaching pool. Plus, larger districts in the area may offer more competitive salaries which draws potential teachers away.

**Problem Statement 2 (Prioritized):** Several staff members at Luling High School are not certified to teach in the content areas to which they are assigned. **Root Cause:** Limited

teacher pool.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Curriculum

The curriculum for the campus focuses on ensuring that all courses are aligned with state standards, providing students with a rigorous and relevant education. Key elements include:

- **Alignment with State Standards** - Ensure that the curriculum in all subject areas is aligned with state standards, including the Texas Essential Knowledge and Skills (TEKS), to provide students with a foundational knowledge and skills needed for success.
- **Rigorous and Relevant Course Offerings** - Expand course offerings to include rigorous, college- and career-readiness courses, including advanced placement (AP), dual credit, dual enrollment (OnRamps), and career and technical education (CTE) programs.
- **Vertical and Horizontal Alignment** - Strengthen vertical alignment across grade levels and horizontal alignment within departments to ensure a seamless progression of knowledge and skills, avoiding gaps, and redundancies.
- **Differentiation and Support for Diverse Learners** - Incorporate curriculum resources for special populations including Special Education, Emergent Bilingual (EB), and Gifted and Talented learners, to address their unique needs and ensure equity.

### Instruction

The instruction component focuses on enhancing teaching effectiveness and student engagement. Key strategies include:

- **Data-Driven Instruction** - Utilize student performance data to tailor instruction, identify learning gaps, and differentiate instruction for students at various levels of proficiency. Professional Learning Communities (PLCs), meet regularly to collaborate and analyze data.
- **Professional Learning** - Provide ongoing professional development focused on instructional best practices, such as student talk, reading strategies, differentiated instruction, and technology integration. Ensure teachers have the skills to fully utilize available resources and instructional strategies.
- **Instructional Coaching and Support** - Use the district and campus instructional coaches to provide regular feedback, collaborative planning, analyzing student data, and support teachers in implementing effective instructional strategies.
- **Technology-Enhanced Instruction** - Leverage available technology (digital TV touchscreen monitors, Chromebooks, iPads) to enhance interactive and student-centered learning experiences. Encourage teachers to incorporate digital tools, simulations, and collaborative online work into lessons.

### Assessments

The assessment component focuses on using a balanced system to track and improve student learning outcomes. Key elements include:

- **Formative and Summative Assessments** - Implement a balanced assessment system that includes both formative (ongoing, informal) and summative (end-of-unit or course) assessments to monitor student progress and mastery of content. This will allow teacher to adjust instruction in real time and provide necessary interventions.
- **Unit Test Assessments** - STAAR tested classes will be provided assessments that mirror the STAAR-EOC including format, rigor, and standards, to ensure accurate student data is being utilized.
- **Online Assessments** - Utilize the 1-to-1 Chromebook initiative to increase the use online assessments. This allows for more efficient data collection and analysis, as well as providing students with exposure to technology-based testing environment (like the STAAR online).
- **Interim Testing** - The use interim assessments at certain points during the school year to measure student progress towards key academic goals, particular for state assessments, AP testing, and college readiness assessments (ACT, TSI). This helps identify areas needing targeted intervention.
- **Data-Driven Decision Making** - Establish systems for regularly analyzing assessment data at the student, classroom, and campus levels to inform instructional decisions, interventions, and adjustments to the curriculum.

### Intervention and Support

- **Targeted Interventions** - Develop targeted intervention classes and sessions for struggling students based on assessment data. This could include tutoring and personalized learning plans for at-risk students.

## Data Talks

Following unit and interim assessments, STAAR tested teachers meet for data talk meetings. These meetings involve structured discussions to analyze student performance data and make informed decisions to improve instruction and student outcomes. Key components of the meeting include:

- **Review of Assessment Data** - Review data to identify trends, strengths, and areas for improvement. In addition, break down the data by student groups to identify gaps in achievement.
- **Identify Patterns and Trends** - Discuss trends in student performance to pinpoint specific areas where students are struggling (standards, topics, or skills) and where targeted intervention is needed. Plus, identify areas where students are excelling, allowing teachers to replicate successful strategies in other areas.
- **Instructional Adjustments** - Based on the data, teachers can adjust their instructional practices, focus where students are struggling, and modify lesson plans to better address gaps in learning.
- **Targeted Interventions** - Identify students in need of additional support (whole or small group, or reteach) based on assessment data.
- **Progress Monitoring** - Regularly revisit assessment data to monitor progress toward these goals, making necessary adjustments along the way.

## Curriculum, Instruction, and Assessment Strengths

The instructional leadership team, which includes campus administrators, instructional coaches, and district curriculum staff, supports classroom teachers in the planning and delivery of effective instruction. The instructional leadership team conducts regular classroom walkthroughs and has instructional feedback conversations to help impact curriculum, instruction, and assessments.

The campus instructional leadership team developed a PLC cycle for the school year to focus on the following areas, student talk and reading strategies. The PLC meetings will include a book study, sharing of evidence of student work, and analyzing student assessment data.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Data-Driven Instructional Gaps: Some teachers are not consistently utilizing student performance data to inform their instructional practices, resulting in missed opportunities to tailor teaching to meet individual student needs. **Root Cause:** Limited understanding of data analysis.

# Parent and Community Engagement

## Parent and Community Engagement Summary

### Opportunities for Parent and Community Engagement

Throughout the school year, the high school provides a variety of opportunities for parent and community engagement to foster collaboration and support for student success. These opportunities include:

- Parent-Teacher Conferences
- Back-to-School Night
- Community Events
- Volunteer Opportunities - Parents and community members are encouraged to volunteer for school events, activities, and committees, enhancing their involvement in the school community.
- Parent Advisory Committees (Campus and District) - These committees offer parents a voice in decision-making processes related to school policies, programs, and initiatives, fostering a collaborative environment.
- Social Media and Newsletters
- Fundraising Activities
- Campus Events - such as FAFSA Night, CTE Showcase
- Student Health Advisory Council (SHAC)
- FFA Program
- Performing Arts and Visual Arts (PAVA) Event - Spring semester
- Student Organizations - Such as Student Council, NHS, and Key Club, participate in community-wide service projects.

### Title I Parent Meeting

During the fall semester, the high school holds Title I Parent Meetings, which offers numerous advantages for parents, students, and the school community, emphasizing the importance of family engagement in education. Key benefits include:

- **Informed Parents** - The meeting provides parents with essential information about the Title I program, including its goals, funding, and how it supports student achievement.
- **Understanding Academic Expectations** - Parents gain insights into the academic standards and expectations for their children, helping them understand what their students need to succeed.
- **Access to Resources** - Parents learn about available resources, tools, and support services that can aid their children's education, including tutoring programs, workshops, and online resources.
- **Opportunities for Collaboration** - The meeting encourages collaboration between parents and educators, fostering a shared commitment to student success and promoting a positive school-home partnership.
- **Feedback and Input** - Parents are given the opportunity to provide feedback and share their perspectives on the Title I program, ensuring that their voices are heard in decision-making processes.
- **Increased Engagement** - By participating in the Title I Parent Meeting, parents are encouraged to become more actively involved in their children's education and school activities, enhancing overall engagement.
- **Monitoring Student Progress** - Parents receive guidance on how to monitor and support their child's academic progress, helping them to be more proactive in their involvement.

In summary, the Title I Parent Meeting serves as a vital platform for empowering parents with knowledge, resources, and connections that enhance their ability to support their children's educational journey.

## Parent Teacher Booster (PTB)

Beginning in the 2024-2025 school year, high school parents have reestablished the Parent Teacher Booster (PTB) club to foster collaboration between parents and educators. The PTB aims to enhance the educational experience for students by:

- Encouraging Parent Involvement
- Supporting School Programs
- Facilitating Communication
- Organizing Events
- Promoting Academic Excellence

The reestablishment of the PTB club reflects a commitment to strengthening the partnership between home and school, ultimately enhancing the educational experience for all students.

## Athletic and Band Booster Club

Parent and community engagement at the high school is strengthened through active participation in the Eagle Athletic and Band Booster clubs. These clubs play a vital role in fostering a sense of community and support for student activities by:

- Promoting School Spirit
- Fundraising Efforts - Both clubs engage in fundraising initiatives to support their respective programs. Funds raised are used for equipment, uniforms, travel expenses, and other essential resources that enhance student experiences.
- Community Involvement
- Collaboration with School Staff
- Providing Scholarships to Students for Post-Secondary

Through the engagement of the Eagle Athletic and Band Booster clubs, the high school fosters a collaborative environment that enhances student participation and success in extracurricular activities.

## Parent and Community Engagement Strengths

Strengths include the following:

- **Established Relationships** - Many parents and community members have strong, established relationships with school staff, fostering trust and open communication channels that encourage involvement.
- **Active Booster Clubs** - The presence of active groups such as the Eagle Athletic and Band Booster clubs provides structured opportunities for parents to engage, support programs, and participate in fundraising initiatives.
- **Diverse Engagement Opportunities** - The campus offers a variety of engagement opportunities, including workshops, events, and volunteer activities, catering to different interests and schedules, which helps accommodate diverse family needs.
- **Commitment to Collaboration** - There is a shared commitment among educators and parents to collaborate for student success, fostering a culture of partnership that enhances the educational experience.
- **Parent Advisory Committees** - These committees provide a platform for parents to voice their opinions and contribute to school decision-making processes, promoting a sense of ownership and involvement in the school community.

- **Community Partnerships** - Collaborations with local organizations and businesses enhance resources available to students and families, providing additional support and opportunities for engagement.
- **Focus on Student Success** - The overarching goal of enhancing student achievement and well-being unites parents, teachers, and community members, fostering a collective investment in education.

These strengths highlight the positive aspects of parent and community engagement at the high school, providing a solid foundation for further developing initiatives that enhance collaboration and support for students

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** Limited Participation: Despite various outreach efforts, a significant portion of parents and community members do not attend school events or participate in engagement activities, leading to a lack of representation and support for school initiatives. **Root Cause:** Volunteer Fatigue: Parents who have previously volunteered may feel overburdened or burned out, leading to decreased participation in future events.

# School Context and Organization

## School Context and Organization Summary

### Leadership Structure of the Campus

The leadership structure of the high school campus is designed to facilitate effective management, support, and collaboration among staff and students. Key components of this structure include:

- **Principal** - The principal serves as the lead of the campus, responsible for overall administration, vision, and strategic planning. They lead the campus in achieving academic and behavioral goals.
- **Assistant Principal** - The assistant principal supports the principal in daily operations, discipline, and implementation of school policies. They also play a key role in managing staff, and student services.

The **Administration Team** includes:

- **Counselors** - Focus on student academic and personal development, providing guidance on course selection, college readiness, and emotional support. The campus has two (2) counselors - 9th/10th Grade Counselor and 11th/12th Grade Counselor.
- **CTE Director** - Oversees the Career and Technical Education programs, ensuring that students have access to training and resources that prepare them for careers.
- **Instructional Coach** - Provides support and professional development for teachers, helping them implement effective instructional strategies and improve student outcomes.

In addition, the campus has **Department Leads**. Each academic department has a designated lead who is responsible for the department's budget, facilitating communication within the department, and supporting teachers in their professional growth.

This leadership structure fosters a collaborative environment, ensuring that all staff members work together to support student achievement and create a positive school culture.

### Master Schedule

The development of the high school master involves a systematic process that ensures the effective organization of courses, interventions, and collaboration opportunities for students and staff. Planning for the development of the master schedule begins during the spring semester, prior to the next school year. The process includes:

- **Assessment of Student Needs** - The process begins by assessing student enrollment numbers, course requests, and academic needs. Surveys and data analysis help identify popular courses and necessary interventions.
- **Course Offerings** - Based on the assessment, administrators collaborate with department leads to determine the courses to be offered for the upcoming school year. This includes core subjects, CTE courses, electives, and specialized programs.
- **Intervention Strategies** - To support student success, the schedule incorporates intervention classes. These are designed to address varying student needs, ensuring all learners receive adequate support.
- **Collaboration Opportunities** - The schedule is designed to provide time for collaboration among teachers and/or instructional coaches, allowing for professional development and planning. This enhances instructional quality and fosters a collaborative culture.
- **Resource Allocation** - Administrators allocate resources, such as classroom space and teaching staff, based on course demand and scheduling needs. They ensure that all courses can be adequately staffed and that facilities are appropriately utilized.
- **Drafting the Schedule** - A draft of the master schedule is created, balancing class sizes, teacher availability, and student course selections. This draft is reviewed and adjusted as necessary to accommodate conflicts and ensure equity.
- **Final Review and Approval** - Once the draft is finalized, it undergoes a review process involving input from administrators, counselors, and teachers. Adjustments are made based on feedback before the schedule is officially approved.

In summary, the high school master schedule development process involves assessing student needs, determining course offerings, incorporating interventions and collaboration, allocating resources, and finalizing the schedule through a review process to create an effective learning environment.

## Support Structures

The high school campus implements a comprehensive Mentor Program aimed at supporting early-career teachers (those with three years or less of experience) to enhance their professional development and effectiveness in the classroom. Key features of the program include:

- **Mentor Pairing** - New teachers are paired with experienced mentors who have a proven track record of successful teaching practices. These mentors provide personalized support tailored to the specific needs of their mentees.
- **Ongoing Guidance and Support** - Mentors offer continuous guidance in various areas, including classroom management, instructional planning, and assessment practices.
- **Professional Development** - The program includes opportunities for professional development, such as workshops and training sessions, focusing on best practices in teaching, technology integration, and instructional strategies.
- **Regular Meetings** - Mentors and mentees meet regularly to discuss challenges, share successes, and reflect on teaching practices. These meetings foster open communication and provide a platform for feedback and growth.
- **Collaborative Learning Environment** - The program encourages a collaborative culture among teachers, promoting sharing of resources, ideas, and experiences to build a strong professional learning community.
- **Emphasis on Retention** - By providing essential support and resources, the Mentor Program aims to increase teacher retention rates, reduce feelings of isolation, and enhance job satisfaction among early-career educators.

In summary, the Mentor Program at the high school campus serves as a vital resource for new teachers, promoting their professional growth, enhancing instructional practices, and fostering a supportive educational community.

## Program Support Services

The high school offers a range of support services designed to address the diverse needs of students, ensuring they have the resources necessary for academic success and personal development. Key support services include:

- **Academic Counseling** - Counselors assist students with academic planning, course selection, and credit recovery options. They provide guidance on balancing academic and extracurricular commitments.
- **Career and Technical Education (CTE)** - The CTE program offers students hands-on training and experience in various vocational fields, helping them develop skills that prepare them for the workforce or further education. Currently, LHS offers 13 different CTE pathways.
- **Tutorials** - Morning and after-school tutoring sessions are available for students needing additional academic support in specific subjects, fostering improved understanding and performance.
- **Special Education Services** - The school provides individualized education plans (IEPs) and support for students with disabilities, ensuring they receive the necessary accommodations and resources to succeed.
- **Social-Emotional Support** - School counselors, the district's Social Emotional Specialist, and the Community-In-School (CIS) counselor are available to address students' emotional and mental health needs, providing resources, counseling sessions, and crisis intervention.
- **College and Career Readiness** - The campus offers resources for college applications, scholarships, and career exploration, helping students prepare for post-secondary education and career paths.
- **Extracurricular Activities** - A variety of clubs, sports, and organizations are available, providing students with opportunities for personal growth, social interaction, and skill development outside the classroom.
- **Parent and Family Engagement** - The campus promotes communication and collaboration with families, offering resources, and events such as FAFSA Night, CTE Showcase, to involve parents in their children's education.

In summary, the high school program support services encompass a holistic approach to student success, addressing academic, social, emotional, and career readiness needs, thereby fostering a supportive learning environment for all students.

## School Context and Organization Strengths

Luling High School organizational strengths include the availability of several program services that cater to diverse student needs, alongside a robust mentor program. These program services provide targeted support in academics, social-emotional learning, and college and career readiness, ensuring that students have access to the resources necessary for their success. The strong mentor program fosters positive relationships between students and staff, offering guidance, encouragement, and personalized support, which can significantly enhance student engagement and overall well-being.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Staff Certification Gaps: Several staff members are not certified to teach in the content areas they are assigned. **Root Cause:** Limited teaching pool.

# Technology

## Technology Summary

### 1-to-1 Chromebook Initiative

During the 2024-2025 school year, every high school student is issued a Chromebook to support their academic journey. This initiative aims to enhance student engagement, improve access to educational resources, and facilitate personalized learning experiences. Key features of the Chromebook initiative include the following:

- **Access to Digital Resources** - Students will have the ability to access a wide range of online learning platforms, e-books, and educational software, allowing for a more interactive and resource-rich learning environment.
- **Personalized Learning** - With individual devices, teachers can tailor their instruction to meet the diverse needs of their students, providing personalized feedback and learning pathways.
- **Improved Communication** - Chromebooks will facilitate seamless communication between students, teachers, and parents, making it easier to share updates, assignments, and feedback.
- **Technical Support** - Ongoing technical support will be available to ensure that students can effectively use their devices and troubleshoot any issues that arise.

This initiative reflects our commitment to integrating technology into the learning process, preparing students for a future where digital skills are essential.

### Google Classroom

Google Classroom is a powerful tool that offers a range of benefits for classroom teachers, enhancing both teaching and learning experiences. Below are the key advantages:

- **Centralized Organization** - Google Classroom provides a single platform where teachers can organize assignments, announcements, and course materials. This centralization reduces the need for multiple communication channels and helps both teachers and students keep track of important information easily.
- **Improved Communication** - The platform facilitates seamless communication between teachers and students. Teachers can post announcements, respond to questions, and provide clarification on assignments in real time. This open line of communication helps build a supportive learning environment.
- **Efficient Assignment Management** - Teachers can create, distribute, and grade assignments quickly and efficiently. Google Classroom allows for easy tracking of submission statuses and provides a streamlined grading process, saving teachers valuable time and reducing administrative burdens.
- **Real Time Feedback and Assessment** - Teachers can provide immediate feedback on assignments, enabling students to learn from their mistakes and improve their understanding of the material. This real-time interaction encourages a growth mindset and fosters ongoing learning.
- **Parental Involvement** - Google Classroom allows teachers to invite parents to view classroom activities and monitor their child's progress. This feature fosters greater parental engagement and support, creating a partnership that enhances student success.

In summary, Google Classroom enhances the teaching and learning experience by improving organization, communication, and engagement. Its versatility and integration with other tools lead to better learning outcomes for students, making it an invaluable resource for educators.

### Summary of Technology Available to Teachers

Teachers are equipped with a variety of technological tools and resources designed to enhance instruction and improve student engagement. The following technologies are available:

- **Digital TV Touchscreen Monitors** - Each classroom is equipped with digital TV touchscreen monitors that provide an interactive display for lessons. These monitors allow teachers to present multimedia content, facilitate discussions, and engage students through touch-enabled features. They enhance visual learning by displaying videos, slideshows, and interactive activities.
- **Software** - A range of educational software is available to support various teaching methods and learning styles. This includes platforms such as Google Classroom, assessments, and creative tools.

- **Instructional Resources** - Teachers have access to a wealth of instructional resources that include digital libraries, curriculum guides, and professional development.
- **Interactive iPads** - Interactive iPads are available for use in the classroom, offering a portable and versatile tool for teaching. These devices enable teachers to facilitate learning, access resources, and encourage collaboration.
- **Collaboration Tools** - Various collaboration tools, such as Google Workspace (Docs, Sheets, Slides), allow teachers and students to work together on projects and assignments in real-time, enhancing cooperative learning experiences.
- **Online Communication Platforms** - Tools like Zoom, or Google Meet enable teachers to conduct virtual meetings, host online classes, and connect with students and parents beyond the classroom.

In summary, the technology available to teachers—comprising digital TV touchscreen monitors, a variety of software, instructional resources, and interactive iPads—supports innovative teaching practices and fosters an engaging learning environment for students.

### Online Assessments

The implementation of the 1-to-1 Chromebook initiative allows teachers to conduct online assessments throughout the school year. With each student having access to a Chromebook, teachers can:

- **Administrator Assessments Efficiently** - Online platforms streamline the process of creating, distributing, and grading assessments, saving valuable time for both teachers and students.
- **State Assessments** - Most assessments including STAAR-EOC and College Readiness Assessments, have moved to an online platform.
- **Enhance Student Engagement** - Interactive online assessments can include multimedia elements, making the testing experience more engaging and accessible for students.
- **Gather Real-Time Data** - Teachers can access immediate results and analytics, enabling them to monitor student progress and understanding, and adjust instruction as needed.
- **Facilitate Personalized Learning** - Online assessments allow for differentiated testing options, catering to individual student needs and learning styles.
- **Support Accommodations** - The flexibility of online assessments enables teachers to easily implement necessary accommodations for students with diverse learning needs, such as extended time, alternative formats, or assistive technologies.

Overall, the 1-to-1 Chromebook initiative significantly enhances the assessment process, promoting a more efficient, engaging, and inclusive approach to evaluating student learning.

### Technology Strengths

The high school campus has several technology strengths that support teaching and learning, including:

- **Digital TV Touchscreen Monitoring** - Every classroom is equipped with a touchscreen monitor, enabling interactive lessons, presentations, and engagement with digital content.
- **1-to-1 Chromebook Initiative** - Every student is provided with a Chromebook, allowing access to online resources, assessments, and tools to support their academic success throughout the school year.
- **Interactive iPads** - Teacher has access to iPads, which can be used for interactive lessons, formative assessments, and student engagement.
- **Variety of Software and Instructional Resources** - The school uses different educational software platforms that allow for online assessments, grading, and interactive lessons, enhancing both teaching and learning experiences.

These technology tools enhance communication, collaboration, and engagement, creating a tech-savvy learning environment for both teachers and students.

## **Problem Statements Identifying Technology Needs**

**Problem Statement 1 (Prioritized):** Access Issues: Many high school students face challenges accessing reliable internet outside of school, which hampers their ability to complete online assignments and participate in digital learning activities. **Root Cause:** Family socioeconomic status

**Problem Statement 2 (Prioritized):** Student Device Management and Accountability: Ensuring that students properly maintain their Chromebooks and use them responsibly for academic purposes throughout the school year could be challenging, potentially leading to device damage or misuse. **Root Cause:** Consistent monitoring.

# Priority Problem Statements

**Problem Statement 1:** Overall, our EB population has been consistent. However, we are seeing an increase of non-English speakers which leads to communication barriers.

**Root Cause 1:** Staff and students communicate solely in their native language.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students who retake the STAAR EOC exams for English I and II continue to struggle with passing rates.

**Root Cause 2:** Insufficient reading comprehension and writing skills.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Inconsistent Behavior Expectations: Inconsistencies in enforcing behavior expectations among staff create confusion for students and undermine efforts to establish a positive school climate.

**Root Cause 3:** Teachers not consistently holding students accountable.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** Our campus is experiencing a persistent challenge in attracting qualified candidates for teaching positions, especially STAAR-tested or hard to fill areas including math, science, and ELA. Despite our efforts in recruitment, the pool of applicants remains small, and many candidates lack the necessary qualifications or experience.

**Root Cause 4:** A shrinking teaching pool. Plus, larger districts in the area may offer more competitive salaries which draws potential teachers away.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** Several staff members at Luling High School are not certified to teach in the content areas to which they are assigned.

**Root Cause 5:** Limited teacher pool.

**Problem Statement 5 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 6:** Data-Driven Instructional Gaps: Some teachers are not consistently utilizing student performance data to inform their instructional practices, resulting in missed opportunities to tailor teaching to meet individual student needs.

**Root Cause 6:** Limited understanding of data analysis.

**Problem Statement 6 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 7:** Limited Participation: Despite various outreach efforts, a significant portion of parents and community members do not attend school events or participate in engagement activities, leading to a lack of representation and support for school initiatives.

**Root Cause 7:** Volunteer Fatigue: Parents who have previously volunteered may feel overburdened or burned out, leading to decreased participation in future events.

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 8:** Staff Certification Gaps: Several staff members are not certified to teach in the content areas they are assigned.

**Root Cause 8:** Limited teaching pool.

**Problem Statement 8 Areas:** School Context and Organization

**Problem Statement 9:** Access Issues: Many high school students face challenges accessing reliable internet outside of school, which hampers their ability to complete online assignments and participate in digital learning activities.

**Root Cause 9:** Family socioeconomic status

**Problem Statement 9 Areas:** Technology

**Problem Statement 10:** Student Device Management and Accountability: Ensuring that students properly maintain their Chromebooks and use them responsibly for academic purposes throughout the school year could be challenging, potentially leading to device damage or misuse.

**Root Cause 10:** Consistent monitoring.

**Problem Statement 10 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- 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.
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- State certified and high quality staff data
- 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
- Equity data
- T-TESS data

## **Parent/Community Data**

- Parent engagement rate

## **Support Systems and Other Data**

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data





# Goals

**Goal 1:** Increase student growth and achievement through a strong literacy foundation for all students.

**Performance Objective 1:** By the end of the academic year, the campus will improve students' ability to read at or above grade level through targeted reading and writing instruction in ELA courses to attain 66% Approaches, 35% Meets, and 12% Masters on STAAR EOC assessments.

**Evaluation Data Sources:** Unit Assessments, District Benchmarks, STAAR-EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All 9th and 10th graders enrolled in an On-Level English course will also be required to participate in a dedicated Reading class to emphasize the development of reading and writing skills across both subjects. This dual enrollment approach will provide students with a comprehensive framework for enhancing their literacy abilities, allowing them to engage deeply with texts, improve their writing proficiency, and apply these skills in various contexts. This provides the time for a true readers and writers workshop model and additional time for students master reading and writing standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced literacy skills, increased engagement with texts, and improved academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Campus Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All 9th and 10th graders enrolled in an Honors English class will focus on a curriculum that emphasizes both reading and writing. This course design will integrate various instructional approaches to enhance students' literary analysis and writing proficiency. By engaging with a diverse range of texts and genres, students will participate in critical discussions, develop advanced writing skills, and explore creative and analytical writing processes. This approach aims to foster a deeper understanding of literature while preparing students for the challenges of advanced academic work.</p> <p><b>Strategy's Expected Result/Impact:</b> Advanced literacy skills, higher academic performance, and enhanced writing proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Campus Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Any 11th or 12th grader who did not pass the English I and/or II STAAR End of Course (EOC) will be placed in an additional English class, Practical Writing III, to receive targeted intervention and practice in preparation for retaking the English I and/or II STAAR End-of-Course (EOC) exams. This class will provide students with specialized instruction and hands-on practice in writing skills. By addressing specific areas of need and reinforcing key concepts, the campus aims to enhance students' literacy skills, boost their confidence, and increase their chances of success on the English I and II STAAR EOC assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased pass rates, enhanced writing skills, and improved literacy skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Campus Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> To enhance reading strategies across all subjects, the campus implemented an initiative that included professional development for all teachers. This training provided educators with effective reading strategies to integrate into their instruction, regardless of the subject area. By equipping teachers with the tools to reinforce reading comprehension and critical thinking skills, the campus aims to create a consistent approach to improving literacy and academic performance across the board. The initiative is designed to ensure that students are exposed to reading strategies throughout their learning experience, fostering stronger literacy skills schoolwide.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved reading comprehension, and increased student writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Campus Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> To enhance the effectiveness of English Language Arts (ELA) instruction by leveraging data-driven practices and collaborative planning sessions. The campus instructional coach will meet weekly with ELA teachers to design targeted lessons, analyze student data, and develop strategies that improve literacy outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective ELA instruction and increased STAAR-EOC pass rates.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Campus Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Increase student growth and achievement through a strong mathematics foundation for all students.

**Performance Objective 1:** By the end of academic year, the campus will improve Algebra I performance by achieving 69% Approaches, 38% Meets, and 15% Masters.

**Evaluation Data Sources:** Unit Assessments, District Benchmarks, STAAR-EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Algebra I teacher will participate in weekly meetings with the district's math instructional coach to collaboratively analyze student data and refine instructional planning. These sessions will focus on reviewing assessment results, identifying trends in student performance, and developing targeted instructional strategies to address learning gaps. By fostering a data-driven approach to teaching and learning, this collaboration aims to enhance the effectiveness of Algebra I instruction, improve student outcomes, and ensure that all students are equipped with the necessary skills to succeed in mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced instructional effectiveness, improved student performance, and identification of learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Secondary Math Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Based on STAAR data analysis, select students will be enrolled in an Algebra I Lab class to receive additional support in preparation for the Algebra I STAAR End-of-Course (EOC) exam. This lab class will provide targeted instruction, individualized practice, and focused interventions to help students strengthen their mathematical skills and address specific learning gaps. By offering this supplemental support, the campus aims to enhance student understanding of algebraic concepts, improve confidence in mathematical problem-solving, and increase overall pass rates on the Algebra I STAAR EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase pass rate, strengthened algebra skills, and reduction of learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Secondary Math Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students who did not pass the Algebra I STAAR End-of-Course (EOC) exam will receive targeted intervention through small group sessions or specialized classes designed to address their specific learning needs. These interventions will focus on reinforcing key algebraic concepts, enhancing problem-solving skills, and providing personalized support to help students master the material. By implementing this targeted approach, the campus aims to improve student understanding, boost confidence in mathematics, and increase the likelihood of success on the Algebra I STAAR EOC assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved pass rates, enhanced understanding of algebra concepts, and reduced achievement gap.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Teachers, Counselors, and Secondary Math Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 3:** Increase student growth and achievement through a strong science foundation for all students.


**Performance Objective 1:** By the end of the academic year, the campus will improve Biology performance on STAAR EOC by achieving 90% Approaches, 48% Meets, and 12% Masters.

**Evaluation Data Sources:** Unit Assessments, District Benchmarks, STAAR-EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Biology classes will integrate Summit K-12 as a primary resource for curriculum materials and instructional support. This platform will provide the teacher with access to a comprehensive suite of digital resources, including interactive lessons, assessments, and progress tracking tools. By leveraging Summit K-12, this will enhance student engagement and facilitate personalized learning experiences, ensuring that all students can meet their learning objectives in biology. The implementation of this resource aims to promote a deeper understanding of biological concepts and improve overall student performance in the subject.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced student engagement, personalized learning experiences, and improved academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted intervention will be implemented for students who require additional support and have not passed the Biology STAAR End-of-Course (EOC) exam. These interventions will include personalized tutoring, focused instructional sessions, and access to supplementary resources designed to address specific learning gaps. By identifying students' individual needs and providing tailored support, the campus aims to enhance their understanding of biology concepts, improve exam readiness, and increase the overall pass rates for the Biology STAAR EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased pass rates, improved student confidence, and reduction in achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Biology Teacher, and Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will utilize science STAAR data to identify students who will benefit from additional support and targeted intervention through enrollment in Integrated Physics and Chemistry (IPC) courses. This strategic approach will ensure that students who demonstrate the need for further foundational knowledge in science receive the necessary instruction and resources to prepare them for success in Biology the following year. By analyzing assessment data, teachers will be able to implement a learning plan that address specific skill gaps, thereby enhancing students' readiness for the challenges of the Biology curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved readiness for Biology, and enhanced student understanding.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Science Teachers, Counselors, and Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 4:** Increase student growth and achievement through a strong social studies foundation for all students.

**Performance Objective 1:** By the end of the academic year, the campus will improve US History STAAR EOC performance by achieving 94% Approaches, 47% Meets, and 10% Masters.

**Evaluation Data Sources:** Unit Assessments, District Benchmarks, STAAR-EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The US History teacher attended OnRamps training to enhance their instruction of the advanced academic course while also acquiring effective strategies to implement in the On-Level course. This professional development equips the teacher with innovative teaching methods and resources that cater to diverse student needs, promoting higher-order thinking and engagement in both advanced and On-Level classes. By integrating these strategies, the teacher aims to elevate the quality of instruction, foster a deeper understanding of US History among all students, and better prepare them for future academic challenges.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced instructional quality, differentiated learning, and higher academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Campus Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The US History teacher is increasing reading and writing activities in US History classes. This strategy aims to enhance student engagement, critical thinking, and performance on assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved literacy and reading comprehension, improved scores on the short constructed responses on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Campus Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 5:** Increase the percentage of students graduating with a College, Career, and Military (CCMR) indicator.

**Performance Objective 1:** By the end of the academic year, our campus will increase the percentage of students graduating with a CCMR indicator by 5%.

**Evaluation Data Sources:** Reports on the number of students receiving individual, group, or whole campus information related to CCMR.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who are identified as requiring additional support for the Texas Success Initiative (TSI) assessments will receive comprehensive, targeted interventions in both math and writing/reading. These interventions will be tailored to address individual student needs, focusing on the specific skills and content areas necessary for success. Through dedicated instructional sessions, practice assessments, and personalized feedback, students will be better prepared to demonstrate their readiness and achieve proficiency on the TSI exams</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement on the ACT and TSI assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> AP course options were expanded with the addition of AP Spanish IV and AP English IV. This initiative aims to provide more students with access to rigorous coursework, better preparing them for college-level studies, enhancing their critical thinking skills, and increasing their potential for earning college credit while still in high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students meeting a CCMR indicator.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, CTE Director, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To ensure that all students are well-prepared for post-secondary opportunities, every 11th grader will participate in both the ACT and TSI assessments. This initiative is designed to provide valuable data on college readiness, identify areas for academic improvement, and increase students' access to college admissions and dual credit opportunities, setting them on a path for success beyond high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students meeting a CCMR indicator.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> CTE teachers are utilizing Precision Exams for their ongoing unit assessments. The Precision Exams mirror the Industry Based Certification (IBC) assessments. By aligning unit assessments with IBC exams, CTE teachers ensure that their curriculum and instruction are closely aligned with the skills and knowledge required for real-world job settings. In addition, these assessments serve as ongoing measure of student mastery of CTE course content.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students meeting a CCMR indicator.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, and CTE Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Monthly meetings will be held with campus and district leaders to focus on identifying individual student pathways to earn their maximum possible CCMR points and closely monitoring student progress. The meeting will provide a platform for collaboration and sharing of best practices among leaders, and identify resource and support systems to help students achieve their CCMR goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students meeting a CCMR indicator.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, CTE Director, and Director of Assessment and Accountability</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The AP Calculus class has been expanded to a double-period course to provide additional instructional time, support, and practice. This extended format allows for in-depth exploration of both AP Calculus AB and BC content, with increased opportunities for guided practice and personalized support. By the end of the course, students will be prepared to take both the AP Calculus AB and BC exams. This approach aims to deepen students' understanding of calculus, enhance their problem-solving skills, and maximize their potential for success on both AP exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher AP exam success rates, and broader college credit opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, and AP Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The Health Science Practicum has been converted to the Medical Assisting course, which will continue to include a practicum component at the local hospital. This course provides students with hands-on experience in medical assisting, allowing them to apply classroom knowledge in a real-world healthcare setting. The practicum at the local hospital will offer students valuable exposure to the medical field, enhancing their practical skills and preparing them for medical assisting certification. This new structure increases students' chances of successfully earning certification and advancing into healthcare careers after graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased certification rates, enhanced job readiness, and improved practical skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, CTE Director, Counselors, and Health Science Teacher</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 6:** Utilize an effective campus wide system of communication to enhance and expand communication among the community, district, and campus.


**Performance Objective 1:** Increase communication with staff, parents, and students by providing campus and district information in English and Spanish.

**Evaluation Data Sources:** Number of parents and students accessing Ascender, Rooms, Thrillshare, and social media platforms.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Beginning in the 2024-2025 school year, all district and campus communication was consolidated into a single platform, Rooms. This unified communication system is designed to streamline interactions between schools, students, and families, ensuring consistent, efficient, and accessible communication across the district, thereby enhancing engagement and improving information flow.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication efficiency and increased engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Director of Assessment and Accountability</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Every student and parent on the high school campus will have access to Ascender Parent and/or Student Portal to view daily grades and attendance. The portal allows students and parents to access up-to-date information about a student's daily grades and attendance. This helps both parties stay informed about the student's academic progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of student grades and attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, and District PEIMS Coord.</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The high school campus will send out bi-weekly newsletters to parents through the Thrillshare platform. This initiative is designed to keep families informed about important updates, events, and school activities. The platform offers a translation feature, allowing parents to easily convert the newsletter into their home language, with a particular focus on supporting Spanish-speaking families, ensuring clear and accessible communication for all.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement and improved communication accessibility.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide early exposure to Career and Technical Education (CTE) course curriculum and career options through student/family events and presentations including CTE Academic Showcase, and student/parent meetings. By understanding the CTE course curriculum, students and parents can plan their high school coursework and beyond to align with their career goals. This helps students choose relevant courses and electives to set them on the right path.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase family engagement in college, career, and military awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, and CTE Director</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 7:** Ensure the campus is a safe environment that enhances student learning, addresses social and emotional needs, and fosters student success.

**Performance Objective 1:** Plan and implement best practices in school safety to provide the most safe and secure school in the best interest of the students, staff, and community.

**Evaluation Data Sources:** Campus procedures maintained in campus Emergency Operation Procedures. Staff training documents maintained.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Regularly practiced drills in accordance with the Standard Response Protocol serve several important purposes, primarily related to enhancing safety and preparedness in various emergency situations within a school or organizational setting. Drills reinforce the Standard Response Protocol, ensuring that everyone knows what actions to take in different situations, such as lockdowns, sheltering, or evacuations.</p> <p><b>Strategy's Expected Result/Impact:</b> To prepare students, staff, and faculty to respond effectively and efficiently in the event of various emergencies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure that all staff has access to the School Guard App to utilize in an emergency. The app serves as a mobile panic alert system. Having access to the app ensures that all staff members are on the same communication platform, facilitating a coordinated response to emergencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase communication for emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus has established a dedicated Threat Assessment Team to proactively identify, assess, and address potential safety concerns. All team members will undergo training to refresh their skills and stay updated on the latest best practices and protocols, ensuring the continued safety and well-being of students and staff through a comprehensive, informed approach to threat management.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced campus safety and improved team preparedness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All staff attended the Civilian Response to Active Shooter Events (CRASE) training, designed and built on the Avoid, Deny, Defend (ADD) strategy developed by ALERRT. This included classroom drills. The primary purpose is to enhance the safety and preparedness of all staff members in the face of an active shooter or violent threat. By receiving this training, staff can be better equipped to protect themselves and others.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members can use the knowledge gained from CRASE training to review and improve school or workplace emergency response plans, ensuring they are better prepared for various scenarios.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The campus utilizes the district's Social Emotional Specialist to provide mental health support to both students and staff. The specialist's role is to promote emotional well-being and resilience among students and staff. This includes providing strategies for managing emotions, building self-esteem, and enhancing overall mental wellness.</p> <p><b>Strategy's Expected Result/Impact:</b> The Social Emotional Specialist provides mental health support to students and staff and create a more emotionally supportive school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, and Social Emotional Specialist</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The campus is committed to increasing the overall student attendance rate to 95% or better by actively monitoring attendance data and consistently communicating with parents. This approach ensures early identification of attendance issues and fosters collaboration with families to encourage regular school attendance, supporting student success. When necessary, use legal interventions, such as parent conferences or truancy court, to address chronic absenteeism.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rates, early identification of attendance issues, and increased parental involvement.</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The campus aims to increase the graduation rate to 97% or better by implementing targeted interventions, supporting at-risk students, and fostering a culture of academic success. Through personalized academic support, frequent progress monitoring, and strong collaboration with families, the school will ensure that all students stay on track to graduate.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased graduation rate, improved student tracking, and stronger family engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Counselors</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 8:** Improve retention of highly-qualified staff to maximize achievement for all students.

**Performance Objective 1:** We will improve marketability to strengthen recruitment efforts and retain highly effective staff increasing retention rates by 3% annually.

**Evaluation Data Sources:** Yearly campus retention rates.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district and campus will establish a comprehensive mentor program to provide targeted support for all teachers with less than three years of experience. This program will foster professional growth, enhance instructional practices, and increase teacher retention by pairing novice teachers with experienced mentors. Mentors will offer guidance on classroom management, instructional strategies, and curriculum alignment, ensuring that new educators are equipped to succeed in their roles and contribute to student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher retention, enhanced instructional quality, increased teacher confidence and morale, and stronger collaboration and professional growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will implement weekly Professional Learning Communities (PLCs) to support the continuous professional growth of all teachers. These collaborative sessions will focus on analyzing student data, sharing best practices, refining instructional strategies, and aligning curriculum to improve student outcomes. By fostering a culture of teamwork and reflective practice, the weekly PLCs will ensure that teachers are supported in addressing instructional challenges and are equipped to meet the diverse needs of their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional practices, increased student achievement, strengthened teacher collaboration, and ongoing professional growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				