

**Lamar Consolidated Independent School District**  
**Foster High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

## School Mission

At Foster High School we prioritize student learning through a commitment to excellence, innovative teaching, collaboration, continuous improvement, and by fostering a safe and respectful environment for all.

## Vision

Prepare and empower students for a productive future and to contribute meaningfully to a global society.

## Value Statement

**Value #1:** Engaging, quality Tier I instruction, bell-to-bell.

**Value #2:** Develop accountable, collaborative relationships.

**Value #3:** Continuous improvement using data and PLCs.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Foster High School has a diverse population of students with our free and reduced lunch population reaching 38.8% in the 2022-23 school year. 71% of our teachers in 2022-23 were white compared to 30% of the student body. Foster will need to recruit highly qualified minority teachers in the future in order to mirror more closely our student population and prepare our teachers appropriately so they can reach economically disadvantaged students.

Student Count			Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 6 Possible Years		
Ethnic Distribution:	Number	Percent	Foster High School		
African American	622	26.10%	2017-2018		
Hispanic	750	31.40%	Eco Dis Pop	Total Pop	Percent
White	685	28.70%	511	2054	24.88%
American Indian	7	0.30%	2018-2019		
Asian	239	10.00%	Eco Dis Pop	Total Pop	Percent
Pacific Islander	3	0.10%	569	1912	29.76%
Two or More Races	81	3.40%	2019-2020		
Mobility			Eco Dis Pop	Total Pop	Percent
Total Mobile Students	221	9.60%	587	1959	29.96%
Student Groups			2020-2021		
Economically Disadvantaged	821	34.40%	Eco Dis Pop	Total Pop	Percent
EB Students/EL	236	9.90%	775	1997	38.81%
Special Education	200	9.10%	2021-2022		
CCMR			Eco Dis Pop	Total Pop	Percent
Number	Total	Percent	821	2192	37.45%
	340	484	70%	2022-2023	
			Eco Dis Pop	Total Pop	Percent
Attendance			821	2387	34.40%

	Percent in Attendance	Percent in Attendance
Campus	2022 - 2023	2023 - 2024
(079901003) - Foster H S	92.5%	95.6%

	Campus			Campus		TELPAS				
Staff Information	Count/Avg	Percent	Staff Information	Count/Avg	Percent	Total Students	Raw Score	Scale Score	Percent Score	
Total Staff	143.6	100%	Teachers by Ethnicity:			142	22	1538	60%	
Professional Staff	130.7	91.00%	African American	14.5	13.00%	Yearly Progress Indicator				
Teachers	111.3	77.50%	Hispanic	15.0	13.40%	Lower/Same Lv	1 Lv Higher	2 Lv Higher	3 Lv Higher	
Professional Support	12.4	8.6%	White	75.1	67.5%	65%	35%	0%	0%	
Campus Administration	7	4.90%	American Indian	1	0.90%	TELPAS Composite Rating				
Educational Aides	13	9.00%	Asian	3.7	3.40%	No Rating	Beginning	Intermediate	Advance	Adv High
Librarians and Counselors:			Pacific Islander	0	0.00%	1%	5%	27%	43%	25%
Full-time Librarians	1	n/a	Two or More Races	2	1.80%	Listening Proficiency Rating				
Part-time Librarians	0	n/a	Teachers by Highest Degree:			No Rating	Beginning	Intermediate	Advance	Adv High
Full-time Counselors	5	n/a	No Degree	1.5	1.40%	0%	7%	24%	42%	27%
Part-time Counselors	0	n/a	Bachelors	72.8	65.50%	Speaking Proficiency Rating				
			Masters	36.4	32.80%	No Rating	Beginning	Intermediate	Advance	Adv High
Total Minority Staff	47.3	32.80%	Doctorate	0.5	0.4%	0%	20%	27%	46%	7%
Teachers by Sex			Teachers by Years of Experience:			Writing Proficiency Rating				
Males	47.3	42.50%	Beginning Teachers	0.70	0.70%	No Rating	Beginning	Intermediate	Advance	Adv High
Females	64.0	57.50%	1-5 Years Experience	17.8	16.00%	1%	6%	11%	27%	56%
			6-10 Years Experience	33.1	29.70%	Reading Proficiency Rating				
			11-20 Years Experience	38.1	34.20%	No Rating	Beginning	Intermediate	Advance	Adv High
			21-30 Years Experience	19.4	17.40%	0%	8%	37%	33%	22%

	Campus			Campus		TELPAS				
			Over 30 Years Experience	2.1	1.90%					

**Demographics Strengths**

Foster High School's student population is the most diverse population in the Lamar Consolidated Independent School District.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Foster High School's staff does not mirror the student population we serve. **Root Cause:** This has never been a priority when hiring.

**Problem Statement 2:** Foster High School's Economically Disadvantaged student group continues to grow. **Root Cause:** Recent re-zoning and the nation wide pandemic have played a role in the rise in poverty for our school.

# Student Learning

## Student Learning Summary

	Spring 2023 STAAR EOC, US History				Spring 2024 STAAR EOC, US History				DIFF		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Foster High School	531	99%	87%	57%	595	99%	87%	61%	0%	0%	5%
Economic Disadvantage	187	98%	79%	45%	203	97%	73%	42%	-1%	-6%	-3%
Asian	53	96%	89%	70%	64	100%	94%	69%	4%	5%	-1%
Black/African American	138	99%	83%	50%	163	98%	83%	55%	-2%	-1%	5%
Hispanic	169	99%	85%	53%	169	98%	82%	54%	-1%	-3%	1%
Two or More Races	18	100%	83%	67%	24	100%	100%	88%	0%	17%	21%
White	151	99%	93%	62%	170	99%	92%	68%	0%	-1%	6%
Currently Emergent Bilingual	43	95%	70%	21%	62	98%	61%	18%	3%	-8%	-3%
Fourth Year of Monitoring	13	100%	92%	54%	13	100%	100%	46%	0%	8%	-8%
Special Ed Indicator	36	92%	42%	17%	56	88%	38%	20%	-4%	-4%	3%

	Spring 2023 STAAR EOC, Biology				Spring 2024 STAAR EOC, Biology				DIFF		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Foster High School	635	97%	85%	43%	690	96%	79%	37%	-2%	-6%	-6%
Economic Disadvantage	248	96%	76%	31%	281	93%	69%	24%	-3%	-7%	-6%
Asian	69	97%	93%	62%	75	97%	91%	60%	0%	-2%	-2%

	Spring 2023 STAAR EOC, Biology				Spring 2024 STAAR EOC, Biology				DIFF		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Black/African American	163	98%	79%	39%	186	95%	78%	36%	-2%	-1%	-3%
Hispanic	199	96%	82%	28%	198	93%	65%	19%	-3%	-17%	-9%
Two or More Races	23	100%	100%	57%	29	100%	93%	34%	0%	-7%	-22%
White	180	99%	89%	53%	201	98%	88%	45%	-1%	-2%	-8%
Currently Emergent Bilingual	66	91%	68%	14%	110	92%	58%	17%	1%	-10%	4%
Fourth Year of Monitoring	8	100%	100%	0%	11	100%	82%	18%	0%	-18%	18%
Special Ed Indicator	64	86%	38%	5%	72	78%	29%	6%	-8%	-8%	1%

	Spring 2023 STAAR EOC, Algebra I				Spring 2024 STAAR EOC, Algebra I				DIFF		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Foster High School	420	92%	67%	33%	479	90%	70%	38%	-2%	2%	5%
Economic Disadvantage	197	87%	57%	25%	228	89%	64%	30%	2%	7%	5%
Asian	27	100%	96%	67%	40	93%	70%	45%	-8%	-26%	-22%
Black/African American	128	88%	65%	34%	137	86%	69%	36%	-1%	4%	1%
Hispanic	157	91%	59%	24%	156	90%	65%	33%	-1%	6%	9%
Two or More Races	14	93%	71%	43%	24	92%	67%	38%	-1%	-5%	-5%
White	93	98%	75%	37%	122	95%	77%	44%	-3%	2%	8%
Currently Emergent Bilingual	55	80%	51%	25%	101	92%	66%	31%	12%	15%	5%
Special Ed Indicator	65	74%	32%	6%	66	64%	23%	11%	-10%	-10%	4%



	Spring 2023 STAAR EOC, English I				Spring 2024 STAAR EOC, English I				DIFF		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Foster High School	648	90%	81%	32%	677	87%	76%	32%	-3%	-4%	0%
Economic Disadvantage	255	85%	71%	20%	276	82%	65%	24%	-4%	-6%	4%
Asian	69	93%	87%	52%	75	92%	81%	51%	-1%	-6%	-2%
Black/African American	167	89%	77%	29%	179	86%	73%	28%	-3%	-4%	-1%
Hispanic	207	87%	74%	22%	192	81%	67%	25%	-7%	-7%	3%
Two or More Races	23	96%	96%	48%	31	87%	81%	35%	-9%	-15%	-12%
White	181	94%	87%	37%	199	93%	85%	35%	-1%	-2%	-2%
Currently Emergent Bilingual	74	68%	45%	0%	116	72%	48%	12%	4%	4%	12%
Fourth Year of Monitoring	8	100%	100%	13%	11	100%	73%	18%	0%	-27%	6%
Special Ed Indicator	66	59%	29%	2%	69	43%	32%	4%	-16%	3%	3%

	Spring 2023 STAAR EOC, English II				Spring 2024 STAAR EOC, English II				DIFF		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Foster High School	612	91%	82%	25%	683	90%	83%	18%	-1%	1%	-8%
Economic Disadvantage	209	82%	67%	15%	273	82%	73%	10%	0%	5%	-5%
Asian	60	92%	85%	43%	74	97%	95%	32%	6%	10%	-11%
Black/African American	160	88%	80%	16%	185	90%	79%	12%	2%	-1%	-4%
Hispanic	180	90%	78%	18%	213	84%	76%	12%	-6%	-2%	-6%
Two or More Races	23	100%	100%	43%	24	88%	88%	29%	-13%	-13%	-14%
White	185	93%	85%	32%	186	94%	89%	23%	1%	4%	-10%

	Spring 2023 STAAR EOC, English II				Spring 2024 STAAR EOC, English II				DIFF		
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
Currently Emergent Bilingual	58	67%	38%	0%	85	67%	53%	4%	0%	15%	4%
Special Ed Indicator	54	56%	31%	2%	73	49%	32%	0%	-6%	0%	-2%

### Student Learning Strengths

Biology and History met the 90,60,30 goal on EOC for approaches, meets and masters.

Algebra and English had the highest masters percentage in the district.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** EB scores continue to lag significantly below the average student. **Root Cause:** Attendance in class daily is not always occurring. Each EB and Sped student has unique needs.

**Problem Statement 2:** Sped scores continue to lag significantly below the average student. **Root Cause:** Attendance in class daily is not always occurring. Each Sped student has unique needs.

# School Processes & Programs

## School Processes & Programs Summary

Discipline Data				Discipline Data			
Offense Description	2022-2023	2023-2024	Difference	Offense Description	2022-2023	2023-2024	Difference
ASL - Assult Staff	1	1	0	LGS - Lag to staff	1	0	-1
AST - Assult of Student	0	12	12	LAW - Look like weapon	0	1	1
BUL - Bullying	1	0	-1	MCD - Major Camp Dis	8	32	24
BUS - Unacctpt Bus Con	N/A			MLD - Misuse of Media	7	211	204
CCS - Class C Assault	1	2	1	NON - Non-Compliance	136	359	223
CHE - Cheating	18	29	11	PHC - Phys Conf/Confr	16	15	-1
CST - Cls C Asl Staff	0	0	0	PLD - Public Lewdness	0	4	4
DES = Dest. Of Prop	1	1	0	POR - Pornography	0	1	1
Dis - Disruptive	27	67	40	SKI - Skipping Class	244	391	147
DRE - Dress Code	4	1558	1554	SP1/3 - Serious/Persis	28	46	22
DRP - Drug Parapherna	3	3	0	STL - Stealing/Theft	2	5	3
DRU - Drugs	24	0	24	SXH - Sexual Harassme	0	0	0
ECG - E Cigarette	0	54	54	SXM - Sexual miscondu	0	1	1
ELP - Elopement	0	4	4	SXT - Sexting	0	0	0
FAI - Fail. Rules/Reg	550	1152	602	TAR - Tardiness	1989	4103	2114
FCS - Felony Ctrl Sub	5	6	1	TEN - Truancy - 10 Unex	5	1	-4
FIG - Fighting	44	35	-9	TOB - Poss/Use Tobacc	9	2	-7
HAR - Harass Employee	0	1	1	TRS/TRT - Threat to Stu/Thr	2	6	4

Discipline Data				Discipline Data			
HSP - Horseplay	8	20	12	TTR - Terroristic Thr	0	3	3
IAT - Inapp touching	2	9	7	VAN - Vandal. Schl Pr	1	0	-1
KNI - Non-Illegal Kni	2	1	1	VAP - Vapor cigarette	13	54	41**
LAG - Abusive Lang	37	28	-9	VBC - Verbal confront	6	17	11
				Total	3195	8233	5038

Attendance	
Foster High School	
Year	Percent
2018-2019	94.32%
2019-2020	94.83%
2020-2021	97.83%
2021-2022	92.33%
2022-2023	

### School Processes & Programs Strengths

In March we revamped our system of monitoring students in every aspect of the day, increasing faculty visibility, which resulted in a huge drop off in fights and tardies.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Disconnection with students getting to class in a timely manner. **Root Cause:** Impact of COVID 19 Current year attendance process.

**Problem Statement 2:** Students attending class. **Root Cause:** Impact of COVID 19 Ability to stay home and work remotely in 2020-2021

# Perceptions

## Perceptions Summary

Perceptions												
Parents	Parents	Parents	Parents	Student	Parents	Student	Student	Parents				
Teachers give me useful information about how to help my students do well in school	Teachers successfully show students how lessons relate to life outside of school	Teachers give timely and helpful feedback on my student's schoolwork	Teachers give me useful information about how to help my student do well in school	My teachers show me how our lessons relate to real life outside of school	There is a teacher, counselor, or other staff member to whom my student can go to for the help with a personal problem	There is a teacher, counselor, or other staff member to whom I can go to for the help with a personal problem	I am praised for doing good work at this school	This school values and uses input provided by families to improve the school environment	Vaping is not a problem in the school	Alcohol and/or drug use is not a problem at this school	Bullying is not tolerated	My school is kept clean
55%	44%	68%	55%	34%	64%	54%	52%	58%	26%	33%	52%	64%
45%	56%	32%	45%	66%	36%	46%	48%	42%	74%	67%	48%	2020- 81% 2021 - 75%

## Perceptions Strengths

96% of our students said they know how to be a good student.

85% of our students said they feel safe at school.

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

**Problem Statement 1:** A large number of students report feeling stressed and/or depressed. **Root Cause:** COVID 19 Rebuilding academic stamina.

**Problem Statement 2:** Approximately 30% of our students report not having a clear plan post graduation. **Root Cause:** COVID-19 Lack of ability to long term plan. Many students live in the moment.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Discipline records

## Employee Data

- Staff surveys and/or other feedback

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data





# Goals

**Goal 1:** All students including sub populations will increase 3-5% in meets and masters on the English I, English II, Algebra 1, Biology, and US History EOC Tests by the end of the 2024-25 school year as evidenced by the 2025 EOC results when compared to 2024.

**Performance Objective 1:** Ensure access to engaging, rigorous, real-world learning opportunities utilizing up-to-date technology supporting quality Tier I instruction for all students.

**High Priority**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional development will be provided for departments at the beginning of the school year to review their item analysis for the 2024 EOCs. Teachers will then be guided to determine priority standards for the current school year. (Target Group: All) (NCLB: 1)</p> <p>Time Line: Fall 2024 Staff Development.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify and verbally communicate the selected priority standards based on EOC results.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Leader, Principal, Instructional Coach</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional development will be provided to refresh teachers on how to unwrap the TEKS in order to align lessons with the proper level of rigor. (Target Group: All)</p> <p>Time Line: Fall 2024 Staff Development.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher - created assessments will align to unwrapped TEKS. District assessment results will be evaluated for curriculum alignment.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Leader, Principal, Instructional Coach</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Administrators and department leaders will provide support at PLC's to ensure curriculum alignment and rigor are aligned in classroom instruction, CFA's, MAP/district and state assessments and will revise lessons as necessary. In PLCs they will analyze student data to ensure rigor and alignment. (Target Group: All)</p> <p>Time line: Weekly PLC</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance on the district progress monitoring assessments will show alignment between curriculum, instruction and assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Leader, Principal, Curriculum Leaders, Instructional Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will provide daily deep practice questions for students to respond to and deconstruct through bell ringers/warm-ups. (Target Group: All)</p> <p>Time Line: Weekly</p> <p><b>Strategy's Expected Result/Impact:</b> Summative-District and state assessment results Formative- Lesson Plans will contain the Deep Practice bell ringers for administrators to review.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Leader, Principal, Instructional Coach</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers will incorporate critical reading and writing strategies in classroom instruction in all content areas as documented in lesson plans and work samples. (Target Group: All)</p> <p>Time Line: Weekly</p> <p><b>Strategy's Expected Result/Impact:</b> Summative-Students will show a 3-5% increase on the district progress monitoring assessments compared to last year. Twice a six weeks work samples will be collected.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Leader, Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</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 1:** All students including sub populations will increase 3-5% in meets and masters on the English I, English II, Algebra 1, Biology, and US History EOC Tests by the end of the 2024-25 school year as evidenced by the 2025 EOC results when compared to 2024.

**Performance Objective 2:** FHS will utilize appropriate resources for the implementation of Highly Effective PLCs to foster collaboration and learning from one another, and continue a Highly Effective MTSS Process for Tier II and Tier III students to eliminate gaps in achievement and/or the risk of not graduating with their cohort.

**High Priority**





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Foster High School will continue to bring in highly qualified teachers to support and enhance our professional learning communities. This will happen through recruiting, job fairs, and word of mouth. (Target Group: All, At Risk)</p> <p>Time line: Summer</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher certification credentials</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students demonstrating greater academic need as evidenced by their standardized test (STAAR, TSIA, and SAT) scores will be placed in a specific sections with selected staff to allow for extra attention and time. (Target Group: All, At Risk)</p> <p>Time line: Summer</p> <p><b>Strategy's Expected Result/Impact:</b> Summative- STAAR EOC Cumulative PASS Rate, Performance Formative-CFA student performance data, district level assessments, SAT, and TSIA.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Assistant Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The entire staff will be trained on Quality PLCs and MTSS. (Target Group: All, At Risk)</p> <p>Time line: Fall 2024 Staff Development.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in Sheet</p> <p><b>Staff Responsible for Monitoring:</b> Intervention Team</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will increase the rigor and relevance of the instructional program for all students, using the LCISD curriculum, supplies, resources, manipulatives, technology and appropriate activities. (Target Group: All, At Risk)</p> <p>Time line: Daily</p> <p><b>Strategy's Expected Result/Impact:</b> Summative-Classroom walkthroughs and lesson plans will show proof of embedding the TEKS within classroom instruction. The district progress monitoring assessment results will show an increase in student performance at the meets level.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Leader</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$15,394</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> All teachers will meet once a week with their like subject area teachers and review the 4 key questions, and compare the progress to ensure equity and support for all students. (Target Group: All, At Risk)</p> <p>Time line: Weekly</p> <p><b>Strategy's Expected Result/Impact:</b> PLC Documentation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Department Lead, Instructional Coach</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will identify students needing remediation by analyzing district assessment results and Benchmarks and will be expected to attend tutorials that are provided before, after, and Saturday school. (Target Group: All, At Risk)</p> <p>Time line: Weekly</p> <p><b>Strategy's Expected Result/Impact:</b> Summative-Tutorial logs will provide evidence of student attendance to tutorials and district 6 weeks' assessment data will show evidence of whether tutorials increased student performance and mastery of objectives. Principals will utilize walkthroughs to evaluate instructional strategies used for tutorials.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Leader, Principal, Instructional Coach</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ECO Tutorial Teacher - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$11,205.18, Tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$10,378.93</p>	Formative		
	Feb	Apr	June

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> EOC subject reviews will occur prior to STAAR to remediate students not meeting specific standard. (Target Group: All, At Risk)</p> <p>Time line: 3-6 weeks Prior to EOC</p> <p><b>Strategy's Expected Result/Impact:</b> Summative-STAAR EOC Cumulative PASS Rate and Performance Formative-CFA student performance data analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Leader, Instructional Coach</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Advisory Time will be included in every student's schedule to allow for acceleration of students who are struggling with concepts in the classroom as evidenced by their EOC. (Target Group: All, At Risk)</p> <p>Time line: Weekly</p> <p><b>Strategy's Expected Result/Impact:</b> Roll sheets and sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Leader</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> The MTSS process will include administrators meeting with teachers who have a failure rate greater than 15% and working with those teachers to develop strategies to support students. (Target Group: All, At Risk)</p> <p>Time line: Every 6-weeks</p> <p><b>Strategy's Expected Result/Impact:</b> Failure rate by Teacher</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> The MTSS process will include counselors meeting with students who fail 2 or more classes in a 6 weeks or fail the same class 2 consecutive 6 weeks. (Target Group: All, At Risk)</p> <p>Time line: Every 6-weeks</p> <p><b>Strategy's Expected Result/Impact:</b> Conference log</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Credit Recovery, including Summer School Now, will be available to at risk students before and after school and during the school day to support the successful graduation of at-risk students with their cohort. (Target Group: All, At Risk)</p> <p>Time line: September-May</p> <p><b>Strategy's Expected Result/Impact:</b> Credits Earned</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Credit Recovery, Teacher</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Credit Restoration - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$88,126.23</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Designated teachers will be tutoring during 4th period to work with HB1416 students in EOC subjects to address concepts not mastered in the prior year. (Target Group: All, At Risk)</p> <p>Time line: October-May</p> <p><b>Strategy's Expected Result/Impact:</b> Summative-STAAR EOC Cumulative PASS Rate and Performance Formative-CFA student performance data</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Leader</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutors and Extra Duty Pay - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$15,394</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>



Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> The MTSS process will include counselors and administrators meeting with students and parents prior to any student graduating on the minimum plan. (Target Group: All, At Risk)</p> <p>Time line: As needed</p> <p><b>Strategy's Expected Result/Impact:</b> Conference log</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> Teachers will review both BOY/MOY/EOY MAP and Benchmark data and develop strategic plans to remediate students who do not show appropriate growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in scores for EOY MAP and STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Head, Instructional Coach</p>	<b>Formative</b>		
	<b>Feb</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 1:** All students including sub populations will increase 3-5% in meets and masters on the English I, English II, Algebra 1, Biology, and US History EOC Tests by the end of the 2024-25 school year as evidenced by the 2025 EOC results when compared to 2024.

**Performance Objective 3:** FHS will provide personalized learning for each student's unique abilities to eliminate gaps in achievement by providing appropriate resources and intervention/enrichment to special populations. (Target Group: EB ,SPED and At Risk)

**High Priority**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will receive training in the ELPS, will include the ELPS in their lesson plans and implement the ELPS with fidelity in classroom instruction to meet individual student needs and eliminate the achievement gap. (Target Group: EB, LEP)</p> <p>Time line: August Training, Weekly documentation</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will include ELPS and classroom walkthroughs will show proof of ELPS implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal(s), ESL Lead, Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> EB students identified by low performance on the EOC English test as well as low scores on TELPAS will attend tutorials to receive additional support. (Target Group: EB, LEP)</p> <p>Time line: October-March</p> <p><b>Strategy's Expected Result/Impact:</b> Tutorial Logs. District assessment results will show an increase on writing objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Principals, ESL Lead</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Each 6-weeks the Emergent Bilingual's grades will be reviewed, and parents will be called to discuss concerns and get parent feedback to meet individual student needs and help eliminate the achievement gap. (Target Group: ESL, LEP)</p> <p>Time line: Every 6-weeks</p> <p><b>Strategy's Expected Result/Impact:</b> Phone log and Data Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal(s), ESL Lead, Counselor(s)</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ESL Lead - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$91,440.55</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Emergent Bilinguals and their parents will be invited to attend a special guidance session on what ESL is, what it does to help their child and how students can exit ESL. (Target Group: ESL, LEP)</p> <p>Time line: October and January</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheet</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal(s), ESL Lead, Counselor(s)</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students in the ESOL English and Reading classes will be provided with differentiated materials, supplies and technology to facilitate the needed growth toward English Proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>


Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Inclusion Teachers and General education teachers will partner together to analyze and track the progress of students in the SPED program. Adjustments will be made with their accommodations/modifications as appropriate based on the student's performance to help eliminate the achievement gap. (Target Group: SPED)</p> <p>Time line: Every 6-weeks</p> <p><b>Strategy's Expected Result/Impact:</b> The district progress monitoring assessments will show improvement in closing the gaps for students in the SPED program.</p> <p>Summative-Six week's student grades will be analyzed for progress.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Department Leader, Inclusion Teacher</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Using collaboration as a resource, every Special Education Teacher will pull the students from their master list twice a semester in order to assist the students with missing assignments or assignments they need additional help with. (Target Group: SPED)</p> <p>Time line: 1st, 2nd, 4th, &amp; 5th - 6 weeks</p> <p><b>Strategy's Expected Result/Impact:</b> Six weeks grades</p> <p><b>Staff Responsible for Monitoring:</b> Master List Teacher, Department Chair, Assistant Principal</p>	Formative		
	Feb	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 1:** All students including sub populations will increase 3-5% in meets and masters on the English I, English II, Algebra 1, Biology, and US History EOC Tests by the end of the 2024-25 school year as evidenced by the 2025 EOC results when compared to 2024.

**Performance Objective 4:** Equip all parents and guardians with the tools to support student learning and growth.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure all teachers have a canvas homepage that is updated and published with campus and district level expectations. (Target Group: All)</p> <p>Time line: August</p> <p><b>Strategy's Expected Result/Impact:</b> Canvas Home -Page Report</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team, Librarian, Digital Learning Specialist</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Inform and support parents about the Canvas System and Skyward System through multiple forms of communication, and utilize district resources to support parents in there uses. (Target Group: All)</p> <p>Time line: Weekly</p> <p><b>Strategy's Expected Result/Impact:</b> E-mail, Social Media, Web-page, Meeting Documentation, Weekly Newsletter</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team, Librarian, Digital Learning Specialist</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Inform parents of available tutorials for all classes through multiple forms of communication. (Target Group: All)</p> <p>Time line: August-May</p> <p><b>Strategy's Expected Result/Impact:</b> E-mail, Social Media, Web-page, Meeting Documentation, and Weekly Newsletter</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Assistant Principal, Associate Administrative Assistant</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** FHS will increase the percentage of students meeting CCMR requirements to 96% by August 2025.

**Performance Objective 1:** Ensure the curriculum equitably prepares students to achieve their preferred career aspirations by enhancing both rigorous Career and Technical Education (CTE) and college preparatory programs as well as offering relevant IBC testing.





**High Priority**

**HB3 Goal**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will conduct an open lab for SAT tutorials during the school year. (Target Group: All Students)</p> <p>Time line: Weekly (October-March)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in SAT scores</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Digital Learning Specialist</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Advisory Time will be used for enrichment of GT and advanced students by providing time for students to collaborate on assignments with their peers and study strategies.</p> <p>Time line: Weekly</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in CCMR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Department Lead</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Analyze NMSQT/SAT assessments, identifying, evaluating, and creating an action plan for what students need to know and be able to do in order to meet CCMR.  Time line: October  <b>Strategy's Expected Result/Impact:</b> Increase in AP, PSAT, and SAT scores  <b>Staff Responsible for Monitoring:</b> AP Teacher, Instructional Coach</p> <p><b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All teachers will utilize SAT questions for deep practice to improve SAT scores. (Target Group: All)  Time line: Weekly  <b>Strategy's Expected Result/Impact:</b> Increase in SAT scores  <b>Staff Responsible for Monitoring:</b> Math and English Teachers, Department Lead</p> <p><b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The CTE department will encourage specific course pathway entry and completion through course selection showcases, student conferences, quality coursework, and successful industry certifications.  Time line: Weekly  <b>Strategy's Expected Result/Impact:</b> Increase in CCMR, Increase in Certifications (CTE coding)  <b>Staff Responsible for Monitoring:</b> CTE Teachers, Counselors</p> <p><b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>



Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will be trained and will utilize Progress Learning to help students with TSI, ACT, and SAT through individualized activities based upon assessments built into this program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase performance on TSI, ACT and SAT</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach; Assistant Principals; Department Chairs; Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Feb	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:** FHS will increase the percentage of students meeting CCMR requirements to 96% by August 2025.





**Performance Objective 2:** Ensure the road to college is clearly communicated and understood for all students and supports their individual situations and aspirations.

**High Priority**

**HB3 Goal**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create a sense of community among students who are potential National Merit Scholars by communicating ways to prepare, the benefits of achieving that honor and the rewards of being recognized as a National Merit Scholar. (Target Group: All)</p> <p>Time line: August- September</p> <p><b>Strategy's Expected Result/Impact:</b> List of students who were invited, Number of kids logging into Khan Academy, Periodic check ups - August &amp; September</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Associate Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All AP students' parents will receive correspondence encouraging them to sign up for the AP Test to give them an opportunity to earn college credit. This will be done through Canvas reminders, Skyward announcements and newsletters. (Target Group: All)</p> <p>Time line: November and March</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Contact Log</p> <p><b>Staff Responsible for Monitoring:</b> AP Teacher</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All students will be shown how to work in Progress Learning to practice skills to improve their SAT scores. (Target Group: All)</p> <p>Time line: September-December</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teacher, College Career Facilitator</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The College and Career Facilitator will meet with every Junior and Senior to assist with college applications and scholarships. She will also be available to assist all students individually as needed with questions about endorsements, college/careers. (Target Group: All, At Risk)</p> <p>Time line: September-December</p> <p><b>Strategy's Expected Result/Impact:</b> Conference log</p> <p><b>Staff Responsible for Monitoring:</b> College and Career Facilitator</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> CCF Personnel Cost - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$44,162.89</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Notifications will be sent to parents about their personal Schoolinks account and what is available for students and what should be accomplished per grade level. (Target Group: All)</p> <p>Time Line: September</p> <p><b>Strategy's Expected Result/Impact:</b> Notification Log</p> <p><b>Staff Responsible for Monitoring:</b> College and Career Facilitator</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> A comprehensive list will be provided to the leadership team identifying the students who have met the CCMR requirement. This list will be reviewed monthly to continue to identify students who can be added. (Target Group: All)</p> <p>Time line: Monthly</p> <p><b>Strategy's Expected Result/Impact:</b> Current list available on Share Drive</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, College Career Facilitator</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	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:** FHS will provide a safe and healthy environment as evidenced by a 3% decrease in discipline referrals focusing on tardies, dress code and failure to follow the rules when comparing end of the year 2024 and 2025 discipline data.

**Performance Objective 1:** Increase physical, mental and emotional health supports and resources to improve social and emotional well-being among students and staff.

**Evaluation Data Sources:** PD Plans; Lesson Plans; Counselor Meetings

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review all teachers on Character Counts (Target Group: All, At Risk)</p> <p>Time line: Fall Staff Development</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheet</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide and advertise a framework of student incident/safety reporting through "Crime stoppers" hotline. (Target Group: All, At Risk)</p> <p>Time line: October</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline records, Crime stoppers statistics</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Principal , Counselors, Security, LCISD SRO</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Virtual individual counseling will be referred to the T-Chat program by our Counselors as identified by teachers and staff. Outside counseling referral list will be shared with parents once the T-Chat program has expired for the student and they are still in need of assistance. (Target Group: All, At Risk)</p> <p>Time line: Weekly</p> <p><b>Strategy's Expected Result/Impact:</b> As needed, List of kids who lost family members, Grouped according to need (Anger, Anxiety, &amp; Bereavement)</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students demonstrating needs both academically and behaviorally will be identified and tracked starting at the end of the first 6-weeks and reviewed every six weeks. These students will be the most "in need" as identified by grades, attendance and discipline. A personal plan will be developed for each student. The parent will be included in developing the plan. (Tier III students) (Target Group: All, At Risk)</p> <p>Time line: Every 6-weeks</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting Minutes/IEP, student performance , SuccessEd</p> <p><b>Staff Responsible for Monitoring:</b> Counselors &amp; Assistant Principals</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The entire staff will be trained in Emergency procedures and Emergency drills will be conducted at least once a month. (Target Group: All)</p> <p>Time line: August Staff Development/Monthly</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheet and monthly drill log</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide fun activities for the staff to support their social and emotional well-being such as Bean Bag Tournament, Chili Cook-Off, Turkey Bowling, Christmas Bingo, and Spring Break Luau. (Target Group: All)</p> <p>Time line: Monthly</p> <p><b>Strategy's Expected Result/Impact:</b> List kept with Principal Secretary</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Librarian</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Random Acts of Kindness will be collected from staff members and Posted on the wall to help support the staff's social and emotional well-being. (Target Group: All, At Risk)</p> <p>Time line: Every 6-weeks</p> <p><b>Strategy's Expected Result/Impact:</b> Posters</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Librarian</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 3:** FHS will provide a safe and healthy environment as evidenced by a 3% decrease in discipline referrals focusing on tardies, dress code and failure to follow the rules when comparing end of the year 2024 and 2025 discipline data.

**Performance Objective 2:** Ensure that disciplinary interventions consistently address the root cause of behavioral issues and staff understand how to implement disciplinary practices in a clear and equitable way for the well-being of all students.

**Evaluation Data Sources:** Discipline Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The admin team will review the number of violations of the code of conduct/discipline referrals every six weeks (especially those resulting in ISS and OSS) and communicate patterns and trends back to their departments. (Target Group: All, At Risk)</p> <p>Time line: Every 6-weeks</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline records</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Instructional Leaders, Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Vaping (THC and Nicotine), truancy, tardies, dress code, and fighting were identified as high priority targets for FHS and will receive a standard consequence that will be communicated to all stakeholders. (Target Group: All, At Risk)</p> <p>Time line: August</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline Records</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 3:** FHS will provide a safe and healthy environment as evidenced by a 3% decrease in discipline referrals focusing on tardies, dress code and failure to follow the rules when comparing end of the year 2024 and 2025 discipline data.

**Performance Objective 3:** Increase faculty and student engagement with the district Character Counts program.

**Evaluation Data Sources:** Advisory Plans; PD Plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Each week a faculty nominated student will be recognized for displaying specific Character Counts traits and be included in the daily announcements. Students will have their picture taken and displayed on social media. Each student's parent will be notified and congratulated. (Target Group: All, At Risk)</p> <p>Time Line: Weekly</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly X and Facebook posts</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Principal, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Character counts quotes are included in our daily announcements representing a Character Counts Pillar each month. (Target Group: All, At Risk)</p> <p>Time: Line Daily</p> <p><b>Strategy's Expected Result/Impact:</b> Daily Announcements</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All organizations on campus will be asked to choose one or two other organizations to support to show our willingness to "Protect The Nest".  Time Line: October</p> <p><b>Strategy's Expected Result/Impact:</b> More unity between organizations like athletics and fine arts</p> <p><b>Staff Responsible for Monitoring:</b> Head Coach, Band Director, Student Council lead, Choir director, Theater lead, Cheer Director, Dance Director</p> <p><b>ESF Levers:</b>  Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Grade level, advocacy class, and student attendance percentages will be recognized each six weeks. Recognition will focus on most improved and total attendance percentage for each group.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Office, Assistant Principals, Teachers</p> <p><b>ESF Levers:</b>  Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Foster High School

**Total SCE Funds:** \$275,722.85

**Total FTEs Funded by SCE:** 3.218

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

Our Comp Ed funds are used to pay teachers for After School and Saturday EOC Tutorials. The funds are also used to hire outside tutors to tutor during advisories. The Comp Ed funds are also used for supplies and resources we purchase for instruction related to remediation. We fund our ESL teacher with Comp Ed funds and almost half of our athletic trainer's salary for the credit restoration classes he does to help students restore credit in classes they failed.

## Personnel for Foster High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Wilson	English Teacher	0.14
Guadalupe Silva	Credit Restoration	1
Jennifer Nowak	College and Career Facilitator	0.518
Madeleine Collins	Math Teacher	0.14
Sarah Cass	ESL Teacher 187	1
Sharra Carlson	Science Teacher	0.14
Tisha Rajabi	English Teacher	0.14
Tracy Schwartz	English Teacher	0.14

# Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$15,394.00
1	2	6	Tutorials		\$10,378.93
1	2	6	ECO Tutorial Teacher		\$11,205.18
1	2	11	Credit Restoration		\$88,126.23
1	2	12	Tutors and Extra Duty Pay		\$15,394.00
1	3	3	ESL Lead		\$91,440.55
2	2	4	CCF Personnel Cost		\$44,162.89
<b>Sub-Total</b>					\$276,101.78
<b>Budgeted Fund Source Amount</b>					\$276,101.78
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$276,101.78
<b>Grand Total Spent</b>					\$276,101.78
<b>+/- Difference</b>					\$0.00