

Campus Improvement Plan
Fulshear High School
2020-2021



Submitted for Board Approval October 2020

Fulshear High School Campus Improvement Plan Summary Sheet

<p>Goal 1: By May 2021, 82% of students will demonstrate growth, as indicated by the STAAR progress measure, on Algebra I and English II spring assessments.</p>	<p>Strategy 1: Track individual student growth</p>
	<p>Strategy 2: Improve Tier 1 instruction</p>
	<p>Strategy 3: Plan and implement remediation based on formative and summative assessment data</p>
<p>Goal 2: By June 2021, CFHS will meet 100% of the closing the gaps indicators on the TAPR report.</p>	<p>Strategy 1: Increase PLCs effectiveness and procedures across the campus</p>
	<p>Strategy 2: Create an RTI team and establish RTI procedure on campus</p>
	<p>Strategy 3: Develop a tutoring system for high needs areas such as math, English, ESL, and Special Education</p>
	<p>Strategy 4: Increase student participation in rigorous classwork</p>

<p>Goal 3: By June of 2021, 85% of the class of 2021 will earn at least one College, Career, Military Readiness (CCMR) indicator.</p>	<p>Strategy 1: Establish and continue think tanks for AP and CTE teams to increase collaboration and professional development for these areas</p>
	<p>Strategy 2: College and Career Facilitator will create authentic experiences for students to explore their college/career interests.</p>
	<p>Strategy 3: Provide direct, targeted instruction to increase higher-order thinking skills necessary for success on SAT, AP, and TSIA</p>
<p>Goal 4: By May 2021, the number of OSS assignments relative to our student ratio will decrease by 15%.</p>	<p>Strategy 1: Use Restorative Practices</p>
	<p>Strategy 2: Implement clubs and organization on campus that focus on character education</p>
	<p>Strategy 3: Implement Character Counts school-wide</p>

Comprehensive Needs Assessment

Data Sources Reviewed

2019 STAAR EOC Scores	2019-2020 Gradebook Data	Skyward PEIMS reporting
2019 Accountability Reports	Campus climate survey results	
2019 TELPAS Scores	EOS Data	
2019-2020 PSAT, SAT, and AP test data	CCMR tracker report	
Staff data such as demographics and retention	EOS Survey Results	

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the proposed strategies sections below.

Teaching and Learning

Identified Problems

Proposed Strategies

Student Achievement

<p>Special education EOC scores in all subjects need improvement. In Academic Achievement Status, the state target in Closing the Gaps was not met in Special Education in 2019.</p>	<p>SPED staff will monitor these students' multiple times per six weeks and will provide additional instructional support to these students during Charger Time with a SPED master list teacher. During this time, reading remediation programs will be implemented as well as students receive content area support.</p>
<p>CFHS has a small population of senior students still needing to pass on one or more of their EOC exams. The population of retesters is highest in English I and II.</p>	<p>Junior and senior students that need to retest in ELAR are scheduled into a Reading Improvement class which is informed by district assessment data and past student EOC testing data. These students will receive intensive English instruction prior to the December EOC administration and again in the spring semester before the Spring administration if needed.</p>
<p>Although Fulshear met the Closing the Gaps score for ELs in 2019, performance for EOCs are below the school average in all areas.</p>	<p>The CFHS ESL staff will monitor these students once or more per six weeks and will provide individualized support which may include tutorials. In addition, the ESL teacher will plan with the ELA department for this population. We will utilize the district ESL support personnel during planning time for all core areas. CFHS will increase number of ESL certified teachers by two teachers per core department in the 2020-21 school year. The ESL teacher will collaborate with the district ESL PLC at the district organized PLC days. We will send teachers to Zoom PD for ESC students organized by district. Additionally, ESL Charger Time tutorials will happen multiple times during the week and will focus on writing and language development.</p>

<p>Students struggling in EOC subjects based on testing and grade data continue to struggle throughout the school year. 2019 & 2020 District assessment data correlates with student achievement on the EOCs.</p>	<p>CFHS teacher teams provide tutorials for students before school, during Charger Time, and after school, and will develop a team schedule for tutorials for all students. In addition, CFHS Honor Society students will provide student tutorials during Charger Time to help their peers in subjects in which they struggle. Teachers will also be able to assign individual students to tutorials during Charger Time. CFHS will continue the credit restoration program utilizing the Edgenuity online learning program.</p>
<p>Only 74% - 78% of students demonstrated academic growth in the EOC's in 2019 administration. This number has improved from 68% growth in the 2018 administration</p>	<p>Teacher teams will meet to discuss data and create instructional activities based on identified student needs at least every other week. EOC teams will be provided with a half-day PLC during which they will analyze district assessments data, determine where students have gaps in their understanding and plan lessons which address these needs. Students will be individually monitored by teachers for growth including using data trackers, student data conferences, and District Assessment analysis. PLC team meetings will specifically focus on individual student growth so that students make personal gains or hold high levels of achievement (Masters).</p>
<p>As a campus, we would like to increase the number of students reaching top scores on tests such as Masters on EOCs, College Ready on SAT indicators, and 3s, 4s, and 5s on AP testing.</p>	<p>Instructional rounds this school year will focus on a problem of practice rooted in higher-order thinking skills and higher order tasks in the classroom. We will work as multidisciplinary rounds teams to conduct internal walks to collect data and write goals around increasing students' ability to use critical thinking and higher order thinking skills.</p>
<p>In spring 2020, our stakeholders experienced major change due to COVID-19 including students receiving virtual instruction starting in March 2020. A total of 18 of our currently enrolled Fulshear students were not contactable between March and June 2020.</p>	<p>Teachers will receive a list of their not contactable students and will provide tutorials for these students during Charger Time. With the asynchronous instructional model, our 2020-2021 instruction heavily utilizes Canvas. Students in virtual instruction will be provided laptops.</p>

	Teachers will be provided webcams for their classroom to increase overall quality of video and sound in the classrooms.
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At-Risk Student Services / Drop-Out Prevention

Some Fulshear High School students do not have access to technology at home.	With teachers continuing to utilize online teaching tools such as Canvas, we will create a system for at-risk students to check out laptops from the library and we will purchase laptops for check out to at-risk students.
Some students do not have transportation to and from school other than the school bus. This makes attending after school events such as tutoring sessions difficult	We will build in tutoring time during 3 rd period for each teacher called “Charger Time” which will be in addition to individual teacher tutoring offered before or after school. Charger Time will include a math tutoring center, an open computer lab time, and more groups based on student interests. Time is also built in for UIL competition event practice and student organization meetings.
It is a priority of our campus to build positive student relationships and connections to school to promote high attendance rates.	Through Character Counts, counselors will provide guidance lessons in the classrooms. Daily announcements and monthly newsletters are provided to students focused on each month’s character trait. HGI counselors will also be available to lead groups to support student needs. Staff Character Counts committee will help implement Character Counts practices in classrooms and around campus including using consistent verbiage when communicating with students/parents. In addition to Character counts, we will run a variety of interest-based clubs during Charger Time to promote students socioemotional needs.

College, Career, and Military Readiness

<p>In the graduating class of 2020, only 65% of students reached at least one CCMR indicator</p>	<p>CTE programs will build their career certification programs focusing on student successful completion of a certificate. TSIA will be administered to students who did not meet TSI readiness standard on the SAT. Students unsuccessful on this assessment will be provided additional support through online test prep programs. AP teachers will be provided support and professional development to encourage participation in AP tests and increase rigor in the classroom while still supporting students' socioemotional needs. Dual credit students will be supported through tutorials by their instructor and Lone Star College will send one of their faculty to monitor and assist online dual credit students with their academic success. Dual credit offerings will be expanded for the 2021-2022 school year.</p>
<p>Through our partnership with EOS, we will continue to proactively close the gaps in AP courses.</p>	<p>Focus for AP programs will be on retention and success of students. We will meet as a group of AP teachers to discuss needs of students and supports that can be implemented for first time AP takers. Some supports already planned are tutorial center, EOS summer bridge camp, EOS summer bridge participant follow-ups, building an AP ambassadors program, and developing our trusted adult program to utilize EOS survey data into more day to-day operations on campus.</p>
<p>In 2020-2021, a variety of online supports and tutorial services are needed for students to reach their CCMR indicator.</p>	<p>Through ClassLink students will be able to access EBSCO and Edgenuity for their tutorial needs. These resources will be utilized in the classroom for AP test prep, and, SAT, TSIA, and EOC tutorials</p>

Fulshear High School CCMR Progress

The percent of CCMR students will increase from 76% to 89% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
76%	79%	83%	86%	89%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	67%	65%	87%	--	93%	--	75%	49%	61%	--	45%	80%	61%
2021	70%	68%	90%	--	96%	--	78%	52%	64%	--	48%	83%	64%
2022	74%	72%	94%	--	99%	--	82%	56%	68%	--	52%	87%	68%
2023	77%	75%	97%	--	99%	--	85%	59%	71%	--	55%	90%	71%
2024	80%	78%	99%	--	99%	--	88%	62%	74%	--	58%	93%	74%

School Culture, Climate, and Leadership Effectiveness

Identified Problems

Proposed Strategies

<p>CFHS population grew from 1150 students in 2018-2019 to over 1415 students at the beginning of the 2019-2020 school year. As of September 2020, we have 1690 enrolled students</p>	<p>Using restorative practices, prioritizing relationships, and open communication, CFHS will build a safe nurturing environment which builds on positive and collaborative communications/planning. CFHS will continue to foster traditions on campus to engage students. Counselors, college and career facilitator, and administrators will support seniors as they make post-secondary plans. Our College and career facilitator will assist students both during their classes and 1:1 meetings, college applications, FASFA, identify potential postsecondary programs of their interest, work on college essays, and apply for scholarships. This will also include one-on-one meetings with all seniors.</p>
<p>CFHS sent a small number of students to DAEP and a small percentage of our school population was suspended out of school last year.</p>	<p>CFHS administration has developed a system and will train teachers on solution focused, addressing, documenting, and also building relationships with students who commit minor discipline infractions. In addition, teachers will be trained in restorative practices. With students sent to DAEP, we will hold one restorative review at ALC and a restorative circle upon student return to our campus to reduce recidivism. In addition, CFHS is utilizing lunch detention as an alternative discipline method to suspensions. An MTSS/Rtl team will meet once a month to discuss behavior.</p>
<p>Though number of incidents of bullying reported were low last school year, it is a priority of our campus to build positive student relationships, decrease conflicts</p>	<p>Through Character Counts, counselors will provide guidance lessons in the classrooms. Daily announcements and monthly newsletters are provided to students focused on each month's character trait.</p>

between students, and handle bullying situations in prompt effective manner.	Counselors will also lead groups during Charger Time to support student needs. The Character Counts committee will help implement Character Counts practices in classrooms and around campus including using consistent verbiage when communicating with students/parents.
Campus leadership team meets weekly to discuss pertinent school policies and give feedback on campus initiatives.	We have one new department head on the leadership team this school year. We will work to develop and support these new campus leaders and identify potential future leaders.
Power Hour successfully engaged more students in club participation and tutorials last school year. Due to safety COVID-19 safety restrictions, club meetings will need to be virtual. We will be designing a virtual club meeting plan during Charger time to continue to engage students in campus interest-based activities.	Charger Time will allow students to access two-three tutorials per week for each of their teachers. In addition, club meetings are built into the school day through Charger Time. This also provides flexibility for targeted tutorials.

Teacher Quality and Retention

Identified Problems

Proposed Strategies

We have many staff new to our campus with various professional development needs.	These members need to feel supported and connected to the school and the staff. New teachers have been paired with their department head to help them catch up and get extra support. Administration will check in with these individuals at minimum every two weeks to provide them support. Teachers new to CFHS will meet for a monthly new teacher meeting at which there will be discussions of supports needed, campus policy clarification, and identification of specialized PD teachers new to our
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	campus need to help them be successful in the classroom.
Only 38% of our core teachers are ESL certified.	CFHS will work to identify grade level and subject level teams where a teacher who is ESL certified is needed and will continue to promote ESL certification among staff. A trainer will be brought in to provide a prep course for the TExES ESL supplemental certification test and teachers will be provided substitutes to attend.
As our dual credit program with Lone Star College grows, we will need teachers with master's degrees in their content to teach dual credit classes face-to-face next year	Identify teachers with their master's degree and determine how many hours they have in their subject in a master's program. Encourage teachers to begin 18 hours in their subject if they have a master's degree. Identify teachers interested in obtaining a master's degree in their subject and connect them with college programs/options
All core teams have added new teachers. There is a need to allow these teams time to plan and structure their PLCs.	Teacher teams will meet to discuss data and create instructional activities based on identified student needs at least every other week. EOC teams will be provided with a half day PLC during which they will analyze district assessments and determine where students have gaps in their understanding and plan lessons which address these needs. Students will be individually monitored by teachers for growth including using data trackers, student data conferences, and District Assessment analysis. PLC team meetings will specifically focus on individual student growth so that students make personal gains or hold high levels of achievement (Masters).
CFHS will to support the teachers by providing them or allowing staff to attend staff development activities geared toward STAAR EOCs. In addition, CFHS will disaggregate local assessment data via Eduphoria and will to align	Seek professional development opportunities for teachers outside of the school through district trainings and through the ESCs. We will professionally be developing department heads to allow to be development leaders for their teams.

Common Formative Assessments with the state and local curriculum to ensure students are prepared for the STAAR/EOC exam through their subject level teams	
4% of the class of 2019 met the CCMR indicator through career certification tests.	CTE think tank. How the team is going to support each other to find creative ways for the team to help student earn industry-based certifications

Community and Student Engagement

Identified Problems

Proposed Strategies

CFHS will continue to provide information to parents through various means in both Spanish and English and will utilize the District translator when needed. In addition, CFHS will continue to use a variety of means, such as the phone blast, email blast, Twitter, skylert, etc to deliver important information to parents and community members and will continue to invite parents and community members in to the school for various events. In addition, staff members will make timely parent communication a priority	We will work with the ALP department to increase our EL parent offerings this school year. Including a night to explain credits and college.
Twitter presence has been well established since the opening of our campus. We will also develop Canvas classes and a school Canvas presence this school year to help with online engagement of both parents and students.	We will facilitate Canvas open labs and trainings with our teacher teams. The Counselor's Corner in Canvas will be our school-wide Canvas account to for student communications. We will also support parents and students with using Canvas by offering a campus-based helpdesk which will utilize phone calls and Zoom calls.

Goal 1

<p>Goal Statement: By May 2021, 82% of students will demonstrate growth, as indicated by the STAAR progress measure, on Algebra I and English II spring assessments.</p>	<p>CNA Focus Area(s): Teaching and learning</p>
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Strategy 1: Track individual student growth

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
EOC teams will meet once per week to discuss student data (summative and formative) and make plans for following weeks which address student data-based strengths and weaknesses. Discussions will be TEKS driven and teachers will utilize Lead4Ward resources in team meetings.		EOC teams and administrative team	August 2020 – May 2021	Lead4Ward resources provided by the district	Overall raw EOC scores will improve by 4 more questions correct in comparison student scores from 2019 spring administration
English teachers will track student data toward a shared goal per team (such as English I shared goal of improving persuasive writing.) Student progress will be monitored throughout the year and discussed with students in writing conferences.		ELA teachers	August 2020 – May 2021	None	95% of students will demonstrate growth on classroom summative essays as measured using the TEA essay rubric for that subject.
Teachers will provide targeted interventions to students during Charger Time. Students will be assigned based on collected classroom data to provide instructional extensions for students.		All teachers, attendance monitored by teachers and reported to APs if necessary	September 2020-June 2021	Printshop funds for printing tutorial assignment passes – local	Percentage of students attending tutorials at least once per six weeks will be 60% as reported by

					teacher tutorial logs.
Teachers will be provided a list of students who were not contactable during the spring 2020 COVID shut down and these students will be provided tutorials during Charger Time		Associate principal will send list to teachers, teachers will provide tutorials	September 2020-June 2021	Zoom	Percentage of these students attending tutorials least once per six weeks will be 88% as reported by teacher tutorial logs.

Strategy 2: Improve Tier 1 Instruction

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
EOC teams will have one half-day PLC per six weeks to dig into district assessment and classroom assessment data. Data will be sorted to take subpopulation needs into account.		EOC teams including Special Education inclusion teachers for those subjects, associate principal, district instructional coaches	Once per six weeks through May 2021	38 full day subs – local funds	Teams will create instructional plans for the next instructional unit which responds to the data analyzed as evidenced by lesson plans and completed data protocol documents.
At weekly or biweekly planning meetings, all core teacher teams will use a data and planning protocol based around the 4 questions associated with PLCs. These documents will be turned in to department heads.		All teachers and monitored by department heads	Weekly or biweekly (Depending on team planning schedule) through May 2021	Lead4Ward resources	Teams will become proficient using the 4 questions to guide instructional conversations as evidenced in their data protocol documents.
As a campus, we will conduct instructional rounds to collect data and set goals for improving instruction through professional		Admin team and leadership team	Instructional rounds starting October 2020 through June 2021	Various professional development materials such as instructional	As a campus we will conduct 5 internal rounds by June 2020

development based around the problem of practice of higher-level thinking skills. School professional development needs around higher-order thinking skills will be planned based on collected data.				books on higher-order thinking skills.	
Faculty meetings and Canvas based faculty trainings will include professional development for teachers on effective Tier I instructional strategies		Admin team and leadership team	August 2020 – October 2021	Various professional development materials such as instructional books on higher-order thinking skills.	Survey will be used to collect from teachers regarding the effectiveness of the professional development sessions.
Provide webcams for teachers to improve quality of Zoom tutorial audio and visual quality		Principal	September 2020	Local funds	Teacher reports on improvement in sound and visual quality of Zoom calls.
Inclusion teachers will provide instructional support to students using Zoom daily which offers scaffolding and support in core classes.		Inclusion teachers	Though May 2021	Zoom	Decrease in failures in special education by 5%

Strategy 3: Plan and implement remediation and extension based on formative and summative assessment data

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Retesters in E1 and E2 will participated in a 2 week classroom rotation during which they rotate into E1 and E2 teacher's rooms (as part of their E3 or E4 classes) and receive interventions on skills their teacher has identified as needing remediation prior to the EOC.		ELA teachers	March 2021		90% of ELA retesters pass the English EOC with approaches or above by May 2021
CFHS Special Education students will be provided with additional support in Charger Time pull outs with a SPED teacher in the small group setting during Charger Time which will focus on reinforcing daily classroom instruction (specifically in EOC tested subjects), organization, remediation of TEKS each student failed to master based on classroom grades and district assessment data, and homework assistance.		SPED teachers	Daily starting September 2020 ending May 2021	\$200 local funds for consumable supplies.	Tutorial rosters will be kept to track student participation in Power Hour tutorials
EOC teams and SPED inclusion teachers (by assigned content) will analyze classroom assessment data and district assessment data to design instruction and remediation specific to SPED and EL students' needs in their classrooms during PLC planning days.		EOC teams, administrative team, and district learning coaches	Once per six weeks through May 2020	38 EOC subs and 18 full day SPED subs – local funds	Overall raw EOC scores will improve by 4 more questions correct in comparison student scores from 2019 spring administration

EOC teams will provide targeted Charger Time tutorials for EOC retesters.		EOC teams and administrative team	October 2020 – March 2021	None	90% of retesters pass the EOC with approaches or above by May 2021.
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Goal 2

Goal Statement: By June 2021 CFHS, will meet 100% of closing the gaps indicators on the TAPR report	CNA Focus Area(s):
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Strategy 1: Increase PLCs effectiveness and procedures across the campus

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teacher teams will meet to discuss data and create instructional activities based on identified student needs at least every other week. EOC teams will be provided with a half day PLC during which they will analyze district assessments and determine where students have gaps in their understanding and plan lessons which address these needs.		Teacher teams, district learning coaches, administrative team	September 2020 to May 2021	38 half day and 18 SPED subs – local funds	Unit plans, lesson plans, and remediation plans will be developed by PLC teams once per six weeks
Students will be individually monitored by teachers for growth including using data trackers, student data conferences, and District Assessment analysis. PLC team meetings will specifically focus on individual student growth so that students make personal gains or hold high levels of achievement (Masters).		Teacher teams	September 2020 to May 2021	None	Overall raw EOC scores will improve by 4 more questions correct in comparison student scores from 2021 spring administration
Teacher teams will meet bimonthly to discuss student data (summative and formative) and make plans for following		Teacher teams and administrative team	September 2020 to May 2021	None	Overall raw EOC scores will improve by 4 more questions correct in

weeks which address student data-based strengths and weaknesses.					comparison student scores from 2019 spring administration
EOC teams will meet once per week to discuss student data (summative and formative) and make plans for following weeks which address student data-based strengths and weaknesses. Discussions will be TEKS driven and teachers will utilize Lead4Ward resources in team meetings.		EOC teams and administrative team	August 2020 – May 2021	Lead4Ward resources provided by the district	Overall raw EOC scores will improve by 4 more questions correct in comparison student scores from 2019 spring administration
At weekly or biweekly planning meetings, all core teacher teams will use a data and planning protocol based around the 4 questions associated with PLCs. These documents will be turned in to department heads.		All teachers and monitored by department heads	Weekly or biweekly (Depending on team planning schedule) through May 2021	Lead4Ward resources	Teams will become proficient using the 4 questions to guide instructional conversations as evidenced in their data protocol documents.
Department heads will received collaborative professional development on best PLC practices and data analysis during weekly leadership team meetings.		Admin team	Weekly through June 2021	Various professional development materials such as instructional books on higher-order thinking skills.	Department heads will participate in professional development at least once per month during leadership meetings
English teams will track student data on writing individually and review data before planning in PLCs. Data tracking will include a student self-monitor piece.		English teams, associate principal	Weekly through June 2021	Materials for data trackers such as interactive notebooks and individual student data tracking files	Overall raw EOC scores will improve by 4 more questions correct in comparison student scores from 2019 spring administration

Strategy 2: Create an RTI team and establish RTI procedure on campus

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will identify students receiving targeted interventions and track their response to intervention in SuccessEd.		Classroom teachers	Starting October 2019 through May 2020	SuccessEd, Eduphoria, grades	Struggling students will be identified by teachers and documented in SuccessEd and will be successfully tracked through the 2020-2021 school year with set periods of monitoring and check up by the core team every 6 weeks.
A core team of teachers, administrators, and counselors will be developed to track and monitor students in need of Tier II and III interventions.		Core team	Starting October 2019 through May 2020	SuccessEd, Eduphoria, grades	Struggling students will be identified by teachers and documented in SuccessEd and will be successfully tracked through the 2019-2020 school year with set periods of monitoring and check up by the core team every 6 weeks.
The core team and counselors will identify students in need of behavioral RTI and recommend these students for counseling groups run by counselors during Charger Time.		Core team, counselors	Starting October 2020 through May 2021	None	Students identified for counseling groups will attend groups 70% or more of the time groups are held as tracked by sign in sheets.

Teachers will assign students tutorials during Charger Time for Tier II and Tier III interventions		teachers	Through May 2021	Passes printed through printshop for tutorial assignment	Tutorial rosters will be kept tracking student participation in Charger Time Tutorials
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Strategy 3: Develop a targeted tutoring system which can include virtual and F2F students in all EOC classes including target tutorials for students in special education, at-risk, and ESL programs

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
EOC teachers will assign students tutorials during Charger Time if classroom and diagnostic data shows they need remediation or extension.		AP teachers	Through May 2021	Canvas and Zoom	Tutorial rosters will be kept tracking student participation in Charger Time tutorials
CFHS Special Education students will be provided with additional support in Charger Time pull outs with a SPED teacher in the small group setting during Charger Time which will focus on reinforcing daily classroom instruction (specifically in EOC tested subjects), organization, remediation of TEKS each student failed to master based on classroom grades and district assessment data, and homework assistance.		SPED staff	Daily starting September 2020 ending May 2021	\$200 local funds for consumable supplies.	Tutorial rosters will be kept tracking student participation in Charger Time tutorials
Content teachers will be available to SPED students three times per week to provide additional content specific support to students. If needed (based on data), these teachers will offer targeted tutorials to SPED students throughout the school year to support content acquisition.		Teachers	Daily starting September 2020 ending May 2021	None	Tutorial rosters will be kept tracking student participation in Charger Time tutorials
CFHS special education teachers will utilize the iReady twice a week to provide		SPED teachers	Starting October 2020 ending May 2021	Programs provided through SPED department	Student usage data from iReady

targeted support for SPED students					
CFHS teachers will monitor student IEP progress and report progress to SPED teachers through IEP progress reports once per 6 weeks. This data will be monitored and reviewed by the SPED and admin team and specific feedback and strategies will be provided to individual teachers.		All teachers and administrative team	Starting September 2020 through May 2021	None	All SPED students will master their IEP goals by June 2021
Special education master list teachers will attend a three part training with their partner core teacher focused on improving instruction for special education students and developing accommodated and modified lessons.		Special education teachers and core partner team, monitored by SPED administrator	Fall 2020	District provided trainings. 10 half-day sub positions 3x in the fall semester.	Improved special education lessons on Canvas as demonstrated in Modules and modified assignments
Administration will provide content specific ESL trainings during conference periods to increase teacher understanding of the ELPS and strategies for implementing reading, writing, speaking, and listening activities in their lessons to develop academic language for ELLs		Administration	Ongoing through May 2021	None	Teachers will demonstrate understanding of ELPS through lesson plans and class activities as evidenced in lesson plans and classroom observation.
CFHS will monitor ESL students once or more per six weeks, and will provide individualized support which will include data based targeted tutorials in Charger Time		ESL staff, ELA teachers, administration	August 2020 through June 2021	None	85% of ESL students will demonstrate mastery of class TEKS as evidenced in passing classroom grades in all of their classes.
Core teachers not ESL or sheltered instruction trained will attend offered ESL trainings to increase awareness of best		Non-ESL certified teachers, monitored by LPAC administrators	By May 2021	Training proved by the district and substitutes covered by local funds	50% of all non-ESL certified core teachers will attend an ESL training before May 2021

practices for ELLs in the classroom					
Teachers will provide tutorials three days per week to students during Charger Time to provide assistance, tutoring, and instructional help inside the school day.		Teachers	September 2019 through June 2020	None	Tutorial rosters will be kept to track student participation in Charger Time tutorials
ESL teacher will develop a tutorial center for EIs which will include content and language supports and peer tutors 3x per week during Charger Time.		ESL teacher, LPAC administrators	3x per week starting September 2019 through June 2020	Instructional technology purchased through local funds, word-to-word dictionaries purchased through local funds and ESL allocated budget	100% of beginner and intermediate level students will attend at least one tutorial per week as evidenced by tutoring center sign in sheets.
Junior and senior students that need to retest in ELAR will be scheduled into a Reading Improvement class which is informed by district assessment data and past student EOC testing data. These students will receive intensive English instruction prior to the December EOC administration and again in the spring semester before the Spring administration if needed.		Counselors, Reading Improvement teacher	Through March 2021	None	90% of students in Reading Improvement class will pass the December 2020 or March 2021 administration of the EOC.
At-risk students with no access to a computer at home will be provided with a laptop to check out for the school year to facilitate their ability to complete coursework and extension/study activities at home.		Admin, librarian	Through March 2021	State Comp Ed \$11,187	Students receiving laptops will access Canvas from home at least 6 times per six weeks.

Goal 3

Goal Statement: By June of 2020, 76% of the class of 2020 will earn at least one College, Career, Military Readiness (CCMR) indicator.	CNA Focus Area(s):
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Fulshear High School CCMR Progress													
The percent of CCMR students will increase from 76% to 89% by August 2024.													
Yearly Target Goals													
2020	2021	2022	2023	2024									
76%	79%	83%	86%	89%									
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	67%	65%	87%	--	93%	--	75%	49%	61%	--	45%	80%	61%
2021	70%	68%	90%	--	96%	--	78%	52%	64%	--	48%	83%	64%
2022	74%	72%	94%	--	99%	--	82%	56%	68%	--	52%	87%	68%
2023	77%	75%	97%	--	99%	--	85%	59%	71%	--	55%	90%	71%
2024	80%	78%	99%	--	99%	--	88%	62%	74%	--	58%	93%	74%

Strategy 1: Establish and continue think tanks for AP and CTE teams to increase collaboration and professional development for these areas

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
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AP teachers meet once per six weeks during Charger Time for AP think tank to discuss AP classes, struggles for students, needed supports, and also strategies to encourage student success and enrollment in AP courses		AP teachers and Associate Principal	Once per six weeks ending in May 2021	None	Increase number of students earning a 3, 4, or 5 on an AP test by 15% compared to 2020
Associate principal will follow up with AP teachers regarding list of students who did not sign up the AP test and, when needed met with students one-on-one with the teacher.		Associate Principal	Fall of 2020	None	Increase number students taking AP testing by 25% compared to 2020
CFHS will continue to host an AP bridge program in the summer to prepare students for the rigor of AP classes which will include multidisciplinary skills and activities, study skills, confidence and community building, and other activities such as a field trips and college visits. This camp will specifically target at-risk students.		AP teachers and associate principal	Spring semester for planning and bridge program to be completed before end of August 2021	None	Fewer than 10% of students electing to take AP classes will drop their class in the 2021 – 2022 school year.
The Equity Team on campus will monitor student success in AP classes and help other teachers in AP think tank create a support plan for first-time AP takers. These representatives will provide professional development support to teachers who are not equity team members.		Equity team	Starting October 2020 through June 2021	Substitutes for equity team members as needed for their attendance at the equity team meetings	Fewer than 10% of students electing to take AP classes will drop their class in the 2021 – 2022 school year.
CTE teachers will meet once per six weeks during Charger Time for a CTE think tank to discuss CTE classes,		CTE teachers and associate principal	Once per six weeks ending in May 2021	None	All CTE teachers will collaborate with their peers once per six weeks as evidenced by

certifications, needed supports, and strategies to encourage student success on CTE certifications.					CTE think tank sign in sheets
CTE teachers will use previous knowledge from prerequisite classes, hands on experience throughout instruction, as well as completing multiple practice test throughout the nine-month learning frame.		CTE teachers	Through June 2020	None	Students meeting CCMR indicator through CTE certifications will increase by 15%

Strategy 2: College and Career Facilitator will create authentic experiences for students to explore their college/career interests

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
In October 2019, we will host an ASVAB specialist, who will meet with 10 th , 11 th , and 12 th grade students to discuss the ASVAB test and provide opportunity for students to sign up to take the test.		College and career facilitator	Fall 2020	ASVAB personnel, Zoom	ASVAB attendance roster which are filled out at the end of the meeting
As a follow up, someone from the ASVAB test will come to work with students to review their ASVAB test results and use the career finder tool which is part of the ASVAB program		College and career facilitator	By January 2021	ASVAB personnel	All students present on the day of the career presentation who took the ASVAB test will attend the career sessions.
The college and career facilitator will meet individually with each student in 12 th grade at the beginning of the year to discuss and prepare a post-secondary plan of action.		College and career facilitator	September 2020	None	The CCF will follow up with students about their checklist with 100% of seniors having a 1:1 Meeting with the college and career facilitator

<p>The college and career facilitator will be available to students every day during Charger Time in a computer lab. Students will be able to ask question, look up career information, access scholarships, and complete college applications.</p>		<p>College and career facilitator</p>	<p>September 2020 through May 2021</p>	<p>None</p>	<p>Increase in student contacts made by college and career facilitator during Charger Time by 50% compared to 2019-2020 school year</p>
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Strategy 3: Provide direct, targeted instruction to increase higher-order thinking skills necessary for success on SAT, AP, and TSIA

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
The college and career facilitator will provide study opportunities and resources to students that are preparing to take the TSIA.		College and career facilitator	September 2020 – May 2021	Substitutes for math and English teachers as necessary to run half day or full day TSIA targeted tutoring. Various test banks including Edgenuity	60% of TSIA test taking students will pass TSIA on their first or second administration
The college and career facilitator will follow up with students that are not successful on their first attempt at TSIA to review their results and plan studying and tutoring for their following administration		College and career facilitator	September 2020– May 2021	Substitutes for math and English teachers as necessary to run half day or full day TSIA targeted tutoring. Various test banks including Edgenuity	60% of TSIA test taking students will pass TSIA on their first or second administration
Students in Geometry, Algebra 2, AQR, MMA, and Precalculus will review for the TSI and SAT during instructional time.		Math teachers	October 2020 through May 2021	Gale Resources, EBSCO, Albert.io	Increase College Readiness as measured by 2021 March SAT by 15% from March administration 2019 and 60% of TSIA test taking students will pass TSIA on their first or second administration
The math department will meet every month as a vertical team to discuss how content in Algebra 1, MMA, Geometry, Algebra 2 and Precalculus is assessed on the SAT.		Math team	Through May 2021	Khan academy resources (free)	Increase College Readiness as measured by 2020 March SAT by 15% from March administration 2019

CFHS will use EOS data to identify students with AP potential and utilize a “Trusted adult” system to encourage and support those students in taking AP classes and identifying needed supports for students as they continue in their AP courses		EOS equity team, identified trusted adults, counselors	October 2020 through May 2021	EOS resources	Fewer than 10% of students electing to take AP classes will drop their class in the 2021 – 2022 school year.
Associate principal will collect data on AP classes through walkthroughs to assess level of rigor in classes and PD needs for AP teachers.		Associate principal	October 2020 through February 2021	none	100% of AP classes will be observed by associate principal in the 20-21 school year.
AP teachers will utilize progress checks in the College Board online portal to help students identify their areas of proficiency and areas of needed growth on AP course content		AP teachers	August 2020 through May 2021	College board online portal	100% of students in AP classes will utilize available progress checks at least once in the 2020-2021 school year.
AP teachers meet once per six weeks during Charger Time for AP think tank to discuss AP classes, struggles for students, needed supports, and also strategies to encourage student success and enrollment in AP courses		AP teachers, associate principal	Once per six weeks ending in May 2021	None	Increase number of students earning a 3, 4, or 5 on an AP test by 15% compared to 2020
AP teachers will assign students tutorials during Charger Time if classroom and diagnostic data shows they are in need of remediation or extension.		AP teachers	Through May 2021	Passes printed through printshop for tutorial assignment	Increase number of students earning a 3, 4, or 5 on an AP test by 15% compared to 2020

Goal 4

Goal Statement: By May 2021, the number of OSS assignments relative to our student ratio will decrease by 15%.	CNA Focus Area(s):
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Strategy 1: Use Restorative Practices

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Restorative Practices will be used through classroom, administration, and counseling including having a restorative room for conflict resolution.		Admin, counselors, teaching staff	August 2020 through June 2021	None	By May 2021, the number of OSS assignments relative to our student ratio will decrease by 15%.
A 3-step discipline form will be used for minor discipline infractions in the classroom to reduce rates of discipline write ups and increase teacher communication of behavioral expectations with student and parent/guardian.		Teachers	August 2020 through June 2021	3-step discipline forms printed at printshop using local funds	Less than 15% of OSS assignments will originate from a minor discipline infraction.
Administrations will use restorative circles to repair the harm between students who experienced an interpersonal conflict.		Administrators	August 2020 through June 2021	None	Less than 30% of students with an interpersonal conflict will have an additional conflict after participating in a restorative circle with an administrator

Strategy 2: Implement clubs and organization on campus that focus on character education

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will provide tutorials three days per week to students during Charger Time to provide assistance, tutoring, and instructional help inside the school day.		Teachers	September 2020 through June 2021	None	Tutorial rosters will be kept to track student participation in Charger Time tutorials
CFHS will provide time for students to meet with interest-based clubs during the school day in Charger Time to increase student participation in school based organizations. Meeting times will be held once a week.		Teachers	September 2020 through June 2021	None	20 of more Charger Time clubs will have at least 10 active student members in the 2020-2021 school year.
Develop clubs based on leadership, citizenship, and community service that meet at least twice per month during Charger Time.		Teachers, administrators	August 2020 through May 2021	None	At least 15% of clubs offered during Charger Time will have an aspect of leadership, citizenship, and/or community service

Strategy 3: Implement Character Counts school-wide

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Through Character Counts, counselors will provide guidance lessons in the classrooms.		Counselors	Through May 2021	None	All CFHS students will participate in guidance lessons as logged by counselors
Character counts will establish a student-led group that will implement activities on campus and in the community to reinforce each monthly character trait.		Counselors and student committee	Through June 2021	\$200 local funds	Student group meeting rosters and minutes
Daily announcements and monthly newsletters will be provided to students focused on each month's character trait.		Administrative team	Through June 2021	None	80% of daily announcements will have an announcement or element focused on Character Education
Counselors will maintain the Counselor's Corner Canvas page which will have character education resources for students.		Counselors	August 2020 through May 2021	None	Counselor's corner resources will be updated at least monthly as evidenced by Canvas activity logs.

Financial Summary

Funding Source	Total Amount
State Comp Ed	\$11,187

SBDMC Members

Name	Position
Dan Ward	Principal
Erin Forbes	Associate Principal
Mike Hlinak	Teacher
Erica Sury	Teacher
Gabe Torres	Teacher
Tracey Jensen	Teacher
Maryellen Roberson	Parent
Sherone Jordan	Parent
Kristi Tollefson	Parent
Derrick Carlson	Parent
Kacy Warren	Counselor
Don McCoy	Business
Jarred Williams	Community Member
Dale Olson	Community Member
Suzanne Loehr	Business

The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

