

Fort Bend CBAS
Hightower High School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Hightower High School has shown academic growth from the 2021-2022 school year to the 2022-2023 school year. This is evidenced by the state assessments, national assessments, graduation rate, participation in advanced courses, and other academic measures. However, in the 2023-2024 school year, our ELA I and Algebra I scores fell back. We had instructional apprentices in these areas, coupled with teachers in need of continuous coaching. The rigor of instruction was not aligned to the curriculum standards (TEKS). For the 2024-2025 school year, the ELA Department has eight new hires, replacing retirements, moves to other campuses or moves other districts.

We will continue to build on that momentum and remind students of what it means to represent our motto of being the STORM - self-control, take responsibility, on-time and ready, respect, and make a positive impact/motivate others.

Our campus instructional focus for the 2023-2024 school year was "feedback". For all leaders and learners, we will communicate expectations and provide ongoing, constructive feedback to align the actions and results to our goals. Students will utilize feedback protocols in class, as modeled by their teachers. Campus leaders will provide ongoing feedback to teachers to help with strategies to realize targeted growth points.

In 2024-2024, our campus focus is in "goal setting and revision". This aligns perfectly with the district initiative of setting Wildly Important Goals (WIGs) and establishing lead and lag measures. Each department is encouraged to establish their WIGs and monitoring measures. Classroom teachers are expected to have accountability talks with students, and help them establish success goals.

Professional learning communities will continue to be an example of best practices for instructional collaboration and data disaggregation.

Demographics

Demographics Summary

SCHOOL COMMUNITY

Hightower High School opened its doors in 1998 to the communities of Missouri City, Fresno, and Arcola. At the time, HHS was Fort Bend ISD’s seventh and most innovative high school. This community is located adjacent to southwest Houston and has grown significantly in the last twenty years to become a major suburban area. Students from around the district are selected each year to attend the career academies specializing in Medical Sciences and Digital Media, and starting with the 2019 school year, in the PTECH program.

It's feeder schools include the following:

- Baines Middle School (25%)
- Lake Olympia Middle School (92%)
- Rosa Parks Elementary (100%)
- Lula Belle Goodman Elementary (100%)
- Palmer Elementary (71%)
- Walter Burton Elementary (100%)

Hightower High School demographics has experienced some growth among student populations in 2022-2023, which has also lead to overall growth in the total student population.

<u>Student Total</u>	<u>2504</u>	<u>100%</u>
9th Grade	665	27.73%
10th Grade	634	26.75%
11th Grade	617	25.13%
12th Grade	588	20.39%

Identified student sub-populations are as follows:

Race:

- African American - 1392 (55.59%)

- Hispanic - 840 (33.55%)
- Asian - 151 (6.03%)
- White - 40 (1.58%)
- Two or More - 56 (2.21%)
- Other - 12 (0.48%)

Student Programs:

- At-Risk - 1423 (56.83%)
- Special Education - 255 (10.1%)
- Section 504 - 152 (6.00%)
- Emergent Bilinguals - 430 (17%)
- Economically Disadvantaged (Free & Reduced Lunch) - 1865 (74.12%)
- Free and Reduced Meals - 1690 (66.67%)
- Homeless - 29 (1.14%)

Staff

- Administrators - 8
- Teachers - 191
- Counselors - 8
- Administrative Support - 25
- Educational Aide - 16

Demographics Strengths

Campus population is diverse and growing, primarily among our emerging bilingual population.

Hightower High School offers a comprehensive, traditional high school experience, as well as concentrated studies within two Career Academy in the areas of medical science and digital media. All students living within the district, as well as those zoned to Hightower, are eligible to apply, in the 8th grade, for admission to the Career Academies.

Hightower offers a full complement of high school activities including UIL athletics, dance team, cheerleading, fine arts, clubs, marching band, orchestra, theatre, and more.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hightower high school's enrollment has steadily increased over the past three years, while the percentage of economically disadvantaged students has grown 8% (74%) since last school year. **Root Cause:** Housing developments, district rezoning, and discontinuation of Ridge Point overflow have all contributed to the

increased demographic percentages.

Student Learning

Student Learning Summary

Hightower is a 6-A high school providing comprehensive educational opportunities for our students, from core studies and fine arts, to CTE and athletics. Specialized programs target the needs of all students from special education to gifted and talented.

Specialized Programs

- Advancement Via Individual Determination (AVID)
- Gifted and Talented (GT)
- AAC/AP and Dual Credit Courses
- English for Speakers of Other Languages (ESOL)
- Section 504
- Special Education

College and Career Readiness

- Advanced Courses (AAC/AP)
- National Testing (AP, SAT, ACT, PSAT)
- State Testing (TSIA)
- Career and Technology Education (CTE) courses and certifications
- Pathways in Technology Early College High School (P-TECH)
- Dual Credit Courses
- CTE Certifications

Advanced Placement (AP) Participation in 2022-2023:

- Students - **443**
- Course Enrollments - 709
- **Exam Registrations – Taking - 375**
- Not Taking - 333

Students who have enrolled in AP courses for the 2023-2024 school year, as of May 11, 2023, has increased:

AP Course	Enrollment Count
AP English 4	67

AP Course	Enrollment Count
AP English 3	158
AP World History	131
AP US History	98
AP Government	67
AP Psychology	67
AP Spanish 4	40
AP Spanish 5	6
AP Macro Economics	108
AP Calculus AB	21
AP Pre-Calculus	84
AP Calculus BC	16
AP Statistics	28
AP Biology	53
AP Chemistry	20
AP Environmental Science	46
AP Physics	36
AP Drawing	2
AP Computer Science	18
Total	1066

Pathways in Technology (P-TECH)

The P-TECH program has a current enrollment in grades 9-12 of 206. The cohort of 2023 initially had 86 students enrolled in the program. Of this cohort, 31 successfully will complete the program. Of those completers 10 will have earned an associate degree and 8 achieved certificates. This results in a total of 18 HCC graduates:

- Associates of Arts - 4
- HISTO Associate - 4
- HITT Associate - 2
- HITT Certification - 3
- Medical Scribe - 5
- \$100,000 Scholarship Award - 1

Gifted and Talented

- Total Count = 53
- Grade 12 - 21
- Grade 11 - 13
- Grade 10 - 7
- Grade 9 - 12

Assessments

Diagnostic Testing - Ren360

Renaissance diagnostic testing in reading and math occurs three times per year (BOY, MOY, and EOY). In the beginning of the year, teachers use the reports to help identify learning gaps and to determine what interventions would be appropriate. Data is also used by teachers to formulate educational groups within the classroom. In the 23-24 school year Ren360 will be used to track all students that did not reach the approaches level on their previous STAAR scores in math and ELA.

State Testing - 2022-2023

- Fall STAAR Data - December Administration
 - Algebra I - 273 Testers
 - Masters = 0%
 - Meets = 3%
 - Approached = 27%
 - Did Not Meet = 73%
 - Biology - 139 Testers
 - Masters = 1%
 - Meets = 3%
 - Approaches = 2%

- Did Not Meet = 79%
 - ELA I - 317 Testers
 - Masters = 0%
 - Meets = 6%
 - Approaches = 18%
 - Did Not Meet = 82%
 - ELA II - 216 Testers
 - Masters = 0%
 - Meets = 8%
 - Approaches = 29%
 - Did Not Meet = 71%
 - US History - 69 Testers
 - Masters = 0%
 - Meets = 1%
 - Approaches = 28%
 - Did Not Meet = 72%
-
- Interim STAAR Data (Predictor on STAAR Redesign) - February and March Administrations
 - Algebra I - 488 Students
 - Masters = 1%
 - Meets = 6%
 - Approaches = 32%
 - Did Not Meet = 61%
 - Biology - 613 Students
 - Masters = 4%
 - Meets = 23%
 - Approaches = 40%
 - Did Not Meet = 33%
 - ELA I - 581 Students
 - Masters = 3%
 - Meets = 28%
 - Approaches = 18%
 - Did Not Meet = 51%
 - ELA II - 600 Students
 - Masters = 3%
 - Meets = 35%
 - Approaches = 15%
 - Did Not Meet = 47%

- US History - 574
 - Masters = 23%
 - Meets = 30%
 - Approaches = 30%
 - Did Not Meet = 17%

- Spring STAAR Data - April and May Administration
 - Algebra I - 660 Students
 - Total Proficiency = 62%
 - Masters = 7%
 - Meets = 16%
 - Approaches = 39%
 - Did Not Meet = 38%
 - Biology - 759 Students
 - Total Proficiency = 84%
 - Masters = 8%
 - Meets = 33%
 - Approaches = 43%
 - Did Not Meet = 16%
 - ELA I - 860 Students
 - Total Proficiency = 64%
 - Masters = 7%
 - Meets = 36%
 - Approaches = 21%
 - Did Not Meet = 36%
 - ELA II - 811 Students
 - Total Proficiency = 70%
 - Masters = 4%
 - Meets = 43%
 - Approaches = 23%
 - Did Not Meet = 30%
 - US History - 694 Students
 - Total Proficiency = 94%
 - Masters = 33%
 - Meets = 34%
 - Approaches = 27%
 - Did Not Meet = 6%

Summer

- Algebra I - 41 Students
 - Total Proficiency = 39%
 - Masters = 0%
 - Meets = 0%
 - Approaches = 39%
 - Did Not Meet = 61%
- Biology - 18 Students
 - Total Proficiency = 50%
 - Masters = 0%
 - Meets = 0%
 - Approaches = 50%
 - Did Not Meet = 50%
- ELA I - 55 Students
 - Total Proficiency = 24%
 - Masters = 0%
 - Meets = 7%
 - Approaches = 16%
 - Did Not Meet = 76%
- ELA II - 38 Students
 - Total Proficiency = 18%
 - Masters = 0%
 - Meets = 5%
 - Approaches = 13%
 - Did Not Meet = 82%
- US History - 9 Students
 - Total Proficiency = 44%
 - Masters = 0%
 - Meets = 0%
 - Approaches = 44%
 - Did Not Meet = 56%

TELPAS Goal is to increase the number of students who are rated as Advanced High on their composite score; or score Advance High in each domain of listening, speaking, reading and writing. That is the required rating couples with passing the ELA STAAR EOC to exit the ESOL program. The numbers are reflected by the counts of students versus percentages.

Grade 9 TELPAS (Spring 2023) - 118-120 Students

- Listening
 - Beginning = 8
 - Intermediate = 33
 - Advanced = 40
 - Advanced High = 19

- Speaking -
 - Beginning = 31
 - Intermediate = 31
 - Advanced = 35
 - Advanced High = 4
- Reading
 - Beginning = 10
 - Intermediate = 37
 - Advanced = 31
 - Advanced High = 23
- Writing
 - Beginning = 23
 - Intermediate = 48
 - Advanced = 28
 - Advanced High = 2
- Composite
 - Beginning = 10
 - Intermediate = 42
 - Advanced = 38
 - Advanced High = 9

Grade 10 TELPAS (Spring 2022) - 93 Students

- Listening
 - Beginning = 5
 - Intermediate = 25
 - Advanced = 41
 - Advanced High = 29
- Speaking
 - Beginning = 15
 - Intermediate = 26
 - Advanced = 42
 - Advanced High = 17
- Reading
 - Beginning = 11
 - Intermediate = 32
 - Advanced = 29
 - Advanced High = 28
- Writing

- Beginning = 16
- Intermediate = 31
- Advanced = 41
- Advanced High = 12
- Composite
 - Beginning = 6
 - Intermediate = 30
 - Advanced = 44
 - Advanced High = 19

Grade 11 TELPAS (Spring 2023) - 72-73 Students

- Listening
 - Beginning = 3
 - Intermediate = 22
 - Advanced = 44
 - Advanced High = 31
- Speaking
 - Beginning = 19
 - Intermediate = 7
 - Advanced = 56
 - Advanced High = 18
- Reading
 - Beginning = 5
 - Intermediate = 30
 - Advanced = 41
 - Advanced High = 23
- Writing
 - Beginning = 11
 - Intermediate = 30
 - Advanced = 49
 - Advanced High = 10
- Composite
 - Beginning = 3
 - Intermediate = 31
 - Advanced = 49
 - Advanced High = 18

Grade 12 TELPAS (Spring 2022) - 59 Students

- Listening
 - Beginning = 12
 - Intermediate = 17
 - Advanced = 44
 - Advanced High = 27
- Speaking
 - Beginning = 10
 - Intermediate = 29
 - Advanced = 27
 - Advanced High = 34
- Reading
 - Beginning = 8
 - Intermediate = 37
 - Advanced = 34
 - Advanced High = 20
- Writing
 - Beginning = 19
 - Intermediate = 37
 - Advanced = 29
 - Advanced High = 15
- Composite
 - Beginning = 5
 - Intermediate = 31
 - Advanced = 37
 - Advanced High = 27

Texas Success Initiative Assessment (TSIA)

- Grade 12 Participation - 156
 - Met ELAR Benchmark = 67 out of 156
 - Met Math Benchmark = 45 out of 119
- Grade 11 Participation - 122
 - Met ELAR Benchmark = 47 out of 105
 - Met Math Benchmark = 28 out of 79
- Grade 10 Participation - 84
 - Met ELA Benchmark = 38 out of 68
 - Met Math Benchmark = 11 out of 26
- Grade 9 Participation - 74
 - Met ELAR Benchmark = 35 out of 64

- Met Math Benchmark = 10 out of 23

National Testing - (CCMR Advisor & OnData Suite)

- SAT Grade 12
 - Count of Testers = 420
 - Met ELA Benchmark = 177
 - Met Math Benchmark = 87
- SAT Grade 11
 - Count of Testers = 502
 - Met ELA Benchmark = 198
 - Met Math Benchmark = 78
- ACT Grade 12
 - Count of Testers = 12
 - Met ELA Benchmark = 7
 - Met Math Benchmark = 6
- ACT Grade 11
 - Count of Testers = 1
 - Met ELA Benchmark = 0
 - Met Math Benchmark = 0
- PSAT/NMSQT
 - Grade 8/9
 - Grade 10
 - Grade 11/NMSQT

Academic Recognitions:

- Academic Excellence
 - 2022 Fall Count = 357
 - Grade 12 = 118
 - Grade 11 = 120
 - Grade 10 = 119
 - 2021 Fall Count = 447
 - Grade 12 = 177
 - Grade 11 = 122
 - Grade 10 = 148
- Academic Honors
 - Summa Cum Laude
 - Magna Cum Laude

- Cum Laude
- National Honor Society
- Spanish Honor Society
- UIL Scholar
- National Forensic League/National Speech & Debate
- Academic Decathlon
- Academic Excellence
- HOSA
- Tri-M Music Honor Society
- Perfect Attendance
- Academic Scholarships

Student Learning Strengths

P-TECH program graduated 18 students, 10 of whom will have earned a college associate's degree. One student was awarded a \$100,000 scholarship.

Specialize programs offered serve all students with all learning needs.

There was an enrollment increase of AP courses for the 2023-2024 school year from 709 to 1066.

Students progress on the Spring 2023 administration of STAAR EOC enabled HHS to meet its goal for improvement by its June 2023 target. On each EOC subject area, proficiency exceeded the articulated growth rates identified in our 2022-2023 CIP: (1) Algebra I exceeded 10% growth rate; (2) Biology exceeded 3% growth rate; (3) Both ELA I and ELA II exceeded their 3% growth rates; and (4) US History exceeded its 5% growth rate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At each grade level, the TELPAS composite score with an advanced high rating is less than 15% in 2022. **Root Cause:** Students cannot rate at advanced high on all domains (listening, speaking, reading, and writing) of TELPAS. They will be advanced or advanced high in at least one.

Problem Statement 2 (Prioritized): The prediction of Interim STAAR shows the campus scoring below expectation for the spring 2023 testing season. **Root Cause:** The assessment was given at a time when teachers were still introducing the curriculum. Some concepts have not been introduced.

Problem Statement 3 (Prioritized): Not all AP enrollees will take the applicable AP exam. **Root Cause:** Many students enrolled in AP courses elected not to take the AP exam due to fear of being unsuccessful or not being able to pay for the test.

Problem Statement 4 (Prioritized): Fall STAAR EOC traditionally shows a low percentage of students that pass the retest exam. **Root Cause:** In 2022, not enough students took advantage of HB4545 tutorials, which was offered between the months September and December.

Problem Statement 5 (Prioritized): The number of students receiving Academic Excellence designations dropped this school year. **Root Cause:** Academic Excellence is based on the previous year's academic accomplishments. The 2020-2021 school year was during COVID online instruction. During 2021-2022 academic school year, all students were back in traditional classes and the rigor increased significantly.

Problem Statement 6 (Prioritized): The class of 2023 senior students did not meet the campus goal that 50% of the students would gain a CCMR point before graduation. **Root Cause:** Not enough senior students were able to meet the CCMR requirements for TSI, SAT, or ACT testing. A low percentage of students are completing CTE, dual credit and AP expectations.

School Processes & Programs

School Processes & Programs Summary

Since Hightower's mascot is the Hurricanes, we aptly use "Be The Storm" as our mantra. This helps to drive our PBIS efforts for positive behavior reinforcements.

- Be the STORM
 - Self-Control
 - Take Responsibility
 - On-Time & Ready
 - Respect
 - Make a Positive Impact

There are classroom posters and campuswide posters to help students understand what it means to "Be The Storm" throughout the building.

PBIS Canes Rewards

Students can earn positive behavior rewards from several different ways, such as by having perfect attendance, teacher or staff referral, and no discipline issues. The type of rewards that students will receive include the following:

- Category Badges from 1 to 5, with 5 being an Elite Cane status
 - Grades
 - Behavior
 - Attendance
 - Involvement
- Rewards
 - Shop at School Store
 - Cane T-Shirt
 - Free Admission to Events
 - Cane Camo Hoodie
 - VIP Lunch Party with Principal and Associate Principal
 - Elite Cane access to events and gift cards

With a population of 2,535, there have been 1,982 students who have earned PBIS rewards. That's incentivizing 78% of our student population to "Be The Storm" and do the right thing each and every day.

Highly Qualified Staff

- Administrators

- Principal
- Associate Principal
- Dean of Instruction
- Dean of P-TECH
- Assistant Principals - 5
- Counselors
 - Lead Counselor
 - P-TECH Counselor
 - Counselors - 5
- Teachers - 191
- Administrative Support - 25
- Educational Aide - 16

Recruitment

- Job Fairs
- Alternative Certification Programs
- Referrals
- Taleo Research
- Excess Staff Report
- Transfer Fair

Curriculum and Instructional Support

Campus Support Team (CST) are personnel from the district teaching and learning and other leadership offices, who join the campus instructional leaders in classroom walk-throughs. We look for what the campus has identified and a priority focus in instruction or student engagement. Reviews of one such walk shared the following look-fors and supports for implementation.

Look-Fors:

- Well written Learning Intentions and Success Criteria.
- Alignment between the learner experience and the Success Criteria
- Teachers actively monitoring and that it is tying the feedback to the Success Criteria.

Supports:

- PLC Supports
- Administration Support
- Professional development

PLC Unit/Concept Planning for all core subjects areas

- EOC subject courses: Algebra I, Biology, ELA I, ELA II and US History will have a common conference period to allow opportunities to plan instruction and data disaggregation. Teachers were and will continue to be trained using PLC and DDI protocol.
- All other content subject areas may have a common conference period, which may be used for PLC at least once per week.
- All teams are expected to access Schoology and plan in accordance to the district curriculum in OneNote

Campus Walk-Throughs

Campus administration CWTs are designed to gather information about what needs to be addressed in faculty meetings. The data collected was shared with teachers at faculty meetings and in campus newsletters.

School Processes & Programs Strengths

The implementation of our Positive Behavior Intervention System (PBIS) rewards significantly exceeded efforts from the year before and has created excitement with our students.

Classroom reset at term helped to reinforce the behavior expectations campuswide.

There is mutual respect between parents and administrators; and there is an adult a student can go to if he or she has a concern.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Learning Intention and Success Criteria were not visible in 100% of the classrooms. **Root Cause:** Some teachers still struggle with introducing the learning expectations to students and the path to achieving it, or how it aligns to the campus focus of "Clarity".

Problem Statement 2 (Prioritized): Submission of lesson plans dropped off in second semester. **Root Cause:** The inspection process was not completed with fidelity as other campus initiatives took priority.

Problem Statement 3 (Prioritized): Data from CST walks showed that instructional delivery frequently did not align to the rigor of the scope and sequence. **Root Cause:** Teachers continued to struggle with the pace of following curriculum instructional delivery recommendations, unpacked TEKS and learning progression in Schoology.

Problem Statement 4 (Prioritized): Not all ELA teachers are ESL certified and this has a major impact master schedule and student schedules. **Root Cause:** Teachers grandfathered before this requirement was adopted in 2016, and many new hires continue to fail the certification test.

Perceptions

Perceptions Summary

PBIS and Discipline Data

Top Ten Infractions for 2022-2-23:

OFFENSE_DESC	COUNT_OF_DISTINCT_INCIDENT
Skipping Class	539
Disrupt Behavior	168
Insubordination	155
Disrupt Education Environment	131
Continued/ Repeated Level 1	94
Fighting/Mutual Combat	59
Tardies	58
Vaping non THC	47
Profanity	43
Safety Rule Violation	30

Climate and Culture Survey:

Student Engagement Strength:

1. Going to school because of teacher up .6%. - Engagement
2. Student excited about classes up .3%. - Environment
3. At least one adult me school who knows me well up 2.9%. - Environment
4. Student worked on a project with others went up 11.9%. - Engagement

5. Talked to an adult in school about how to apply for college up 9.9%. - Engagement
6. 1,336 students participated in the survey which is 43% and up from last year, this ranked 3rd. - Engagement

Student Engagement Concerns:

1. Treating people with respect went down 10.7% - Behavioral Engagement.
2. Working well with other went down 8.2% - Behavioral Engagement.
3. Participation in school-based activities (2.03) down 23.3%. But we measure slightly higher than the district (2.02). – Behavior Engagement
4. Going to school because of parent/guardian down 5.6%. – Behavior Engagement
5. I feel safe in this school down 20.6% (or 11.8%). - Environment
6. 13% feel that they've been picked on or bullied by another student. - Environment
7. Have witness an act of bullying up 10.8%. - Environment

Parent and Staff Engagement

1. Academic Support

- School's learning standards and expectations are clearly explained to students.
 - Parents = 67% Agree
 - Staff = 84% Agree
- I am kept informed about my child's behavior.
 - Parents = 73% Agree
 - Staff = 70% Agree
- My child takes interest in extra-curricular activities and programs, including fine arts, athletics, or clubs/organizations.
 - Parents = 66% Agree
 - Staff = 84% Agree

2. Student Support

- There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.
 - Parents = 71% Agree
 - Staff = 94% Agree
- I am informed about community organizations that support students at this school.
 - Parents = 59% Agree
 - Staff = 52% Agree

3. School Leadership

- School leaders clearly communicate the school's mission, vision, and goals.
 - Parents = 74% Agree
 - Staff = 82% Agree
- School leaders are courteous when I have a concern.

- Parents = 71% Agree
- Staff = 88% Agree

5. Family Involvement

- Families are kept informed by the school about school/district-sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances.
 - Parents = 82% Agree
 - Staff = 84% Agree

6. Safety and Behavior

- All school staff members are aware of the safety and security procedures.
 - Parents = 55% Agree
 - Staff = 88% Agree
- All students are aware of the safety and security procedures.
 - Parents = 51% Agree
 - Staff = 80% Agree
- Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.
 - Parents = 61% Agree
 - Staff = 90% Agree
- Bullying is not tolerated.
 - Parents = 47% Agree
 - Staff = 73% Agree

Benchmark of Quality (BoQ)

- PBIS team = 83%
- Expectations Developed = 82%
- Discipline Procedures = 73%
- Data Analysis = 50%
- Faculty Commitment = 50%
- Evaluation = 46%
- Classroom Plan = 43%
- Implementation Plan = 38%
- Reward Program = 25%
- Lesson Plans = 11%

Community Involvement

Parent Teacher Organization (PTO) has started up again after about a two year absence. In the summer of 2022, they met and elected new officers and adopted their bylaws. PTO meets monthly and seeks to support the campus with service, fundraisers, and in-kind donations. This organization sponsored our appreciation of teachers, bus drivers, and peace officers.

Campus Planning Advisory Council (CPAC) is a group of campus educators, district personnel, and parents who meet monthly to review the goal of the campus identified in the Campus Improvement Plan (CIP) also known as the CBAS (Campus Based Accountability System).

Perceptions Strengths

PBIS Systems

- Regularly monthly meetings for planning and analysis of data
- Staff training
- Uniform behavior system posters
- Campus reset at the start of each term
- New implementation of level 1 discipline
- PBIS Reward incentivized positive student behavior and the increased of reward distribution. Students reward varied by level.
- - Cat 1: 1,129 (5 badges)
 - Cat 2: 213 (10 badges)
 - Cat 3: 3 (15 badges)
 - Level up day 4/14
 - Goal: 80% of school population have Cat 1 or better. | 1,990 students out of 2,500. We have reached our goal in Phase 1 (implementation, communication, and distribution). This implementation took place at the start of the second semester.
 - Through out school store, we provide spirit wear: T-shirts and hoodies.
 - Students can also earn an opportunity to sit on the patio during lunch and have lunch with the principal and associate principal.

Growing support of our PTO has made an impact. This parent group has sponsored celebrations for (1) teachers, (2) bus drivers, and (3) peace officers. They have also raised money from pizza sales on designated Thursdays, during all lunch periods. Sales were out of our school store. This helped to build up the bank account, which started the year at zero. Additional money raised was from PTO dues.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number one discipline infraction for the 2023-2024 school year was students skipping class and absenteeism. **Root Cause:** Several students have been identified of having truancy and academic concerns due to the failure of attending class. The reasons range from teacher relationships, student engagement, and campus systems that help minimize student elopement.

Problem Statement 2 (Prioritized): The climate and culture perceptions of student involvement and safety is not aligned between parents and staff. **Root Cause:** Campus communication is not varied enough to sufficiently inform parents.

Problem Statement 3 (Prioritized): Staff commitment of implementing PBIS expectations was at 50%. **Root Cause:** During the first year of implementation, staff members admitted to not being aware or understanding the implementation of PBIS expectations.

Priority Problem Statements

Problem Statement 1: Hightower high school's enrollment has steadily increased over the past three years, while the percentage of economically disadvantaged students has grown 8% (74%) since last school year.

Root Cause 1: Housing developments, district rezoning, and discontinuation of Ridge Point overflow have all contributed to the increased demographic percentages.

Problem Statement 1 Areas: Demographics

Problem Statement 2: At each grade level, the TELPAS composite score with an advanced high rating is less than 15% in 2022.

Root Cause 2: Students cannot rate at advanced high on all domains (listening, speaking, reading, and writing) of TELPAS. They will be advanced or advanced high in at least one.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The prediction of Interim STAAR shows the campus scoring below expectation for the spring 2023 testing season.

Root Cause 3: The assessment was given at a time when teachers were still introducing the curriculum. Some concepts have not been introduced.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Not all AP enrollees will take the applicable AP exam.

Root Cause 4: Many students enrolled in AP courses elected not to take the AP exam due to fear of being unsuccessful or not being able to pay for the test.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Fall STAAR EOC traditionally shows a low percentage of students that pass the retest exam.

Root Cause 5: In 2022, not enough students took advantage of HB4545 tutorials, which was offered between the months September and December.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The number of students receiving Academic Excellence designations dropped this school year.

Root Cause 6: Academic Excellence is based on the previous year's academic accomplishments. The 2020-2021 school year was during COVID online instruction. During 2021-2022 academic school year, all students were back in traditional classes and the rigor increased significantly.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Learning Intention and Success Criteria were not visible in 100% of the classrooms.

Root Cause 7: Some teachers still struggle with introducing the learning expectations to students and the path to achieving it, or how it aligns to the campus focus of "Clarity".

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Submission of lesson plans dropped off in second semester.

Root Cause 8: The inspection process was not completed with fidelity as other campus initiatives took priority.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Data from CST walks showed that instructional delivery frequently did not align to the rigor of the scope and sequence.

Root Cause 9: Teachers continued to struggle with the pace of following curriculum instructional delivery recommendations, unpacked TEKS and learning progression in Schoology.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Not all ELA teachers are ESL certified and this has a major impact master schedule and student schedules.

Root Cause 10: Teachers grandfathered before this requirement was adopted in 2016, and many new hires continue to fail the certification test.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: The number one discipline infraction for the 2023-2024 school year was students skipping class and absenteeism.

Root Cause 11: Several students have been identified of having truancy and academic concerns due to the failure of attending class. The reasons range from teacher relationships, student engagement, and campus systems that help minimize student elopement.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: The climate and culture perceptions of student involvement and safety is not aligned between parents and staff.

Root Cause 12: Campus communication is not varied enough to sufficiently inform parents.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Staff commitment of implementing PBIS expectations was at 50%.

Root Cause 13: During the first year of implementation, staff members admitted to not being aware or understanding the implementation of PBIS expectations.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: The class of 2023 senior students did not meet the campus goal that 50% of the students would gain a CCMR point before graduation.

Root Cause 14: Not enough senior students were able to meet the CCMR requirements for TSI, SAT, or ACT testing. A low percentage of students are completing CTE, dual credit and AP expectations.

Problem Statement 14 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Key Question 1: 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

Initial Status: Major Change

System Response 1 Details	Reviews			
System Response 1: By May, 2025, HHS will increase student achievement performance on Algebra I STAAR by 10% and ELA I STAAR by 10%, through the implementation of aggressive monitoring of campus-based TEKS aligned interventions and assessments as evidenced through the indicators of success. Indicators of Success: Formative: By December, 2024 and February, 2025, indicators from performance achievement on the Fall STAAR and the Interim STAAR will show improvement. By December, 2024, the overall percentage of students showing "Approaches" on all STAAR EOC exams will increase by 5%. Increase in PLC best practices. Positive trend in student progress data. Improved student growth in BOY, MOY, and EOY MAP assessment at/above grade level by 10% at each assessment administration. The 2024-2025 school year is the first year that MAP is being administered to replace Ren360. There is no incoming baseline data to which to compare. EOC PLC teachers will share the same semester final exams. An increase in the number of students who did not meet standard on STAAR EOC will be placed in remediation courses. Summative: By May, 2025, the percentage of TELPAS speaking will increase from beginning to intermediate by 3%. By May, 2025, the percentage of students exiting the ESL program and into monitoring status will increase. by 5% Staff Responsible: Administrators, Department Heads, Team Leaders, ESL Support Specialist, Counselors	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Strategy 1: Creation and implementation of a campus-based PLC checklist that aligns with the district's PLC protocols.

Intended Audience: Instructional Leaders, Teachers

Provider / Presenter / Person Responsible: Administrators

Date(s) / Timeframe: Weekly

Collaborating Departments: Admin, Academics

Delivery Method: F2F

Staff Responsible: Administration, Dean of Instruction, Campus Assessment Coordinator

Strategy 2: EOC PLC teachers will submit 9-week unit calendars to Instructional Leaders one week before unit is taught.

Intended Audience: Teachers, Instructional Leaders

Provider / Presenter / Person Responsible: Admin, Dean of Instruction, Instructional Leader, Team Leader, Teachers

Date(s) / Timeframe: At the beginning of each 9-week term.

Collaborating Departments: Admin, Academics

Delivery Method: Each 9-week term

Staff Responsible: Administrators, Dean of Instruction, Team Leaders

Strategy 3: Training of Effective School Framework DDI protocol to all content department heads and EOC PLC team leaders by September 30, 2024.

Intended Audience: EOC Teachers, Teacher Leaders

Provider / Presenter / Person Responsible: District DOL, Campus Administrators

Date(s) / Timeframe: September, 2024

Collaborating Departments: FBiSD DOL, Admin, Academics

Delivery Method: F2F

Staff Responsible: FBISD DOL, Campus Admin

Strategy 4: PLC data trackers will be submitted to Schoology group folders, along with progress monitoring of important TEKS.

Intended Audience: Administrators, Teachers

Provider / Presenter / Person Responsible: Team Leaders

Date(s) / Timeframe: Monthly

Collaborating Departments: Admin, Academics

Delivery Method: Online

Staff Responsible: Team Leaders

Strategy 5: By February, 2025, all students identified as receiving ESL services will engage in small group assemblies to explain the exit strategies of the program.

Intended Audience: Emerging bilingual students receiving ESL services

Provider / Presenter / Person Responsible: ESL teachers, Dean of Instruction, EL Specialist

Date(s) / Timeframe: January and February, 2025

Collaborating Departments: Admin, ESL

Delivery Method: F2F

Staff Responsible: Dean of Instruction

Strategy 6: All HHS teachers will use AVID (Advancement Via Individual Determination) WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies regularly in their instructional practices.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: AVID Site Team, Dean of Instruction

Date(s) / Timeframe: April, 2025

Collaborating Departments: ELA, Math, Science, Social Studies, LOTE

Delivery Method: F2F and Virtual

Staff Responsible: AVID Site Team, Dean of Instruction

Strategy 7: All students will receive accelerated instruction in the five EOC content course. This instructional will be implemented in different ways ranging from embedded intervention course sections in the master schedule to after school and Saturday tutorials, as well as targeted pullout sessions that will take place during the school day (Cane Time).

Intended Audience: Students that were unsuccessful on previous STAAR assessments, low performing students from previous school year, low performing students on MAP assessments, students identified in the DDI process

Provider / Presenter / Person Responsible: Administrative team, Dean of Instruction, CAC, teachers

Date(s) / Timeframe: May 2025

Collaborating Departments: Math, Science, Social Studies, ELA, ILT, Counseling team

Delivery Method: Face to face, online support, schoology, tracking methods

Staff Responsible: Administrative team

TEA Priorities:

Improve low-performing schools

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 8: All EOC content teachers will engage in highly functioning [weekly] PLCs meetings, that will follow defined protocols for instructional planning based on DDI and intervention planning that includes in-class spiraling and small group instruction. Each team will meet in a single designated room and follow a checklist that track TEKS proficiency data and submit supporting documentation to their respective Schoology group folders.

Intended Audience: EOC teachers

Provider / Presenter / Person Responsible: Principal, Dean of Instruction, Campus Assessment Coordinator

Date(s) / Timeframe: Weekly

Collaborating Departments: Admin, Testing, and Academics

Delivery Method: F2F

Staff Responsible: Dean of Instruction

Strategy 9: HHS will improve Tier 1 ELA instruction as it relates to supporting emergent bilingual students, through professional learning that focuses on designing differentiated instructional methods that allows these student access to the content, progress monitors their performance, and implements immediate intervention techniques.

Intended Audience: ELA teachers

Provider / Presenter / Person Responsible: ESOL teachers and ESL Specialist

Date(s) / Timeframe: August, September, January, and February

Collaborating Departments: Admin and Academics

Delivery Method: F2F

Staff Responsible: Dean of Instruction

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

- Key Question 2:** 2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?
2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?
2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?
2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?
2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?
2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

System Response 1 Details	Reviews			
System Response 1: By May, 2025, general performance on CCMR indicators will improve by 20% by ensuring that SPED students meet CCMR through campus-based professional learning on coding, monitoring, and transitioning SPED students from Foundation+Endorsement to Foundation-only graduation plans or vice versa depending on the academic strength of the students, as evidenced through the indicators of success. Indicators of Success: Formative: Counselor conference logs will be tracked monthly. CCMR Advisor conference logs will be tracked monthly. Senior CCMR assembly will occur before December, 2024. By December 2024, SPED coding for workforce readiness will be verified; and graduation plans adjusted appropriate to meet CCMR. Summative: By May, 2025, there will be an increase in post-secondary readiness assessment participation, such as ACT, SAT, TSI, and ASVAB, as compared to our 2024 numbers. By May, 2025, our graduation rate will be at or above 96%. Staff Responsible: Administrators, Counselors, CCMR Advisor	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

Strategy 1: Instructional leadership team will host a senior assembly and follow up by meeting with all junior and seniors in their respective alpha splits to discuss graduation and where each student stands with CCMR requirements. Individual planning will be discussed as needed.

Intended Audience: Junior and Senior Students
Provider / Presenter / Person Responsible: Assistant Principal, Counselor, CCMR Advisor

Date(s) / Timeframe: Fall 2024 Semester

Collaborating Departments: Admin, Counseling, CCMR

Delivery Method: Fall 2024 Semester

Staff Responsible: Counselors

Strategy 2: Audit all SPED transcripts to ensure timely interventions, which will aim to enhance school performance in the student achievement domain. as evidenced in al SPED students meeting at least one CCMR indicator.

Intended Audience: Junior and senior students

Provider / Presenter / Person Responsible: Counselors, Assistant Principals, CCMR advisor

Date(s) / Timeframe: Monthly

Collaborating Departments: Admin and Counseling

Delivery Method: F2F

Staff Responsible: Principal, Associate Principal, and Lead Counselor

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

- Key Question 3:** 3.1 To what degree do learning experiences engage students in meaningful and relevant work?
3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?
3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?
3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

System Response 1 Details	Reviews			
System Response 1: By May, 2025, 100% of grade 9 and grade 10 GT students will have met with their mentor and show 75% progress of implementing their learning plan for HHS Gifted and Talented program, as evidenced through the indicators of success. Indicators of Success: Formative: *By December, 2024, 100% of all learning plans will be submitted in Skyward by assigned GT teachers. *Improvement of GT learning plans, start with freshmen students. Summative: A two-year trend showing list of GT students with targeted learning plans will show an increase. By May, 2024 there will be an increased student progress of their learning plans from 50% to 75%. GT learning plans will be shared with parents, by February, 2025. Staff Responsible: Dean of Instruction, COGS, GT Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategy 1: Assigned GT student advisors will have training in August, 2024, with a refresher in September, 2024, to review learning plan requirements and the timeline for implementation.

Intended Audience: GT teachers

Provider / Presenter / Person Responsible: Dean of Instruction and COGS

Date(s) / Timeframe: August, 2024 and September, 2024

Collaborating Departments: Academics and Admin

Delivery Method: F2F

Staff Responsible: Dean of Instruction

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 1: 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

Initial Status: Major Change

System Response 1 Details	Reviews			
System Response 1: By May, 2025, Positive Behaviors Intervention Systems (PBIS) will implement current campus expectations for all students and utilize restorative practices that will reduce the number of discipline referrals for tardies and skipping classes, and reduce the truancy student count, as evidenced by the indicators of success. Indicators of Success: Formative: By December, 2024, Schoolwide Expectations will be posted throughout campus. By December, 2024, all Classroom Expectations will be taught and posted in every classroom. PBIS meetings will be monthly with recorded minutes. By October, 2024, every classroom teacher will have a copy of the Use of Behavior Flowchart and implement it. Campus PBIS strategies and posters will be covered during August, 2024 Staff Professional Development PBIS will develop monthly student reward incentives beginning in September, 2024 District SEL lessons will be offered each 9-weeks during Cane Time. Teachers will receive training on these lessons prior to delivery. Mental Health Supports will be provided for staff and students, as needed. By September 3, 2024, administrators will be assigned a new alpha split of students to manage discipline and academic systems and to track goals and discipline data Summative: By May, 2025, there will be a decrease of students skipping classes by 10% as reported on the District discipline data report from that which was reported in June 2024 By May, 2025, there will be a decrease of students attending Thursday detention (3:00 p.m. - 4:30 p.m.) as reported on the PBIS Student Tracker. By May, 2025, there will be a decrease number of teacher discipline referrals as reported by the District discipline data report. Staff Responsible: Administrators, Counselors, Teacher Leaders	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Strategy 1: Schoolwide Expectations posted throughout campus and classroom expectations are taught and posted in every classroom.

Intended Audience: All Students

Provider / Presenter / Person Responsible: Teachers and Admin

Date(s) / Timeframe: Monthly

Collaborating Departments: Admin and Academics

Delivery Method: F2F

Staff Responsible: Admin and Teachers

Strategy 2: Every classroom teacher will have PBIS training and receive a copy of the use of behavior flowchart and implement it.

Intended Audience: Students and Teachers

Provider / Presenter / Person Responsible: Admin and Teachers

Date(s) / Timeframe: By November 1, 2023

Collaborating Departments: Admin and Academics

Delivery Method: F2F

Staff Responsible: Admin and Teachers

Strategy 3: PBIS will develop monthly student reward incentives beginning in September, 2024.

Intended Audience: Students

Provider / Presenter / Person Responsible: PBIS Admin

Date(s) / Timeframe: Monthly

Collaborating Departments: Admin, Counseling

Delivery Method: Face to face

Staff Responsible: PBIS Admin, CBC Admin

Strategy 4: The administrative team will conduct weekly hall sweeps to target students that are repeat offenders for skipping. Students will be documented in skyward for skipping, parents will be notified, and consequences will be assigned.

Intended Audience: Students that are frequent flyers.

Provider / Presenter / Person Responsible: Administrative team and hall monitor

Date(s) / Timeframe: Weekly sweeps all year long (September thru May)

Collaborating Departments: Attendance team, dropout specialist

Delivery Method: In person meetings

Staff Responsible: All staff

Strategy 5: Hightower High School will host weekly truancy meetings to discuss student absenteeism, tardies, and skippers. These meetings will allow the admin team to develop individual plans for students that are consistently not in class.

Intended Audience: Students with high absenteeism

Provider / Presenter / Person Responsible: Admin team and district support (Heather Ingram)

Date(s) / Timeframe: Every thursday as needed (September thru May)

Collaborating Departments: Attendance team, PEIMS specialist

Delivery Method: Face to face meetings with parents

Staff Responsible: Admin, dropout specialist

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Equity Plan

Strategy 6: Hightower administrative team will conduct semester push ins, where admin will visit classrooms every nine weeks to talk about expectations around behavior and making responsible decisions. HHS will also conduct grade level assemblies, campus behavior resets led by teachers, and utilize cane time on Wednesday and Thursday to address campus needs.

Intended Audience: All students

Provider / Presenter / Person Responsible: All staff

Date(s) / Timeframe: September thru May

Collaborating Departments: All campus departments

Delivery Method: Face to face and electronically

Staff Responsible: Administration

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 2: 7.2 To what degree does the school cultivate a positive culture and supportive climate?

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 3: 7.3 To what degree do our schools support the physical and social-emotional needs of students?

System Response 1 Details	Reviews			
System Response 1: By December 2024, all classroom teachers will have posted and implemented cell phone policies that supports learning by eliminating the distraction of social media access, as evidenced by the indicators of success. Indicators of Success: Formative: By October, 2024, all eligible students will have a laptop device assigned to them. Monthly CWTs data will show an increase in classroom expectations being followed Summative: By May, 2025, there will a reduction in discipline referrals of insubordination of students for Level 1 infractions of cell phone uses, as compared to 2024 summary data. Staff Responsible: Administration Staff	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 4: 7.4 To what degree do we develop compassionate citizens?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 1: 5.1 To what degree does staff cultivate a love for learning among students?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 2: 5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 3: 5.3 To what degree do we build leaders (capacity) within the organization?

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: By June, 2024, HHS will create a professional learning environment that is conducive to building capacity among staff members, with a focus on leadership, implementation of best practices, and recruit and retain quality staff members. Indicators of Success: Formative: Campus PD results with implementation of instructional and PBIS practices. TAPP Mentor Program will include monthly targeted meetings that are designed to enhance the new teacher's practice. Support from district curriculum departments to model lessons Classroom walk-throughs (campus and CST) will use a MS forms tool to record instructional trends, and use the data to make support decisions. Monthly faculty meetings will feature at least one presenting department of best practices utilized for instruction. Summative: By December, 2023 75% of campus teachers will have completed their self-reflection of their T-TESS observations. By December, 2023, all new teachers will be assigned a mentor and will have been given an opportunity to observe the instructional practices of an accomplished veteran teacher. By June, 2024, there will be a reduction in staff resignations by 10%. Staff Responsible: Administrators, Department Chairs, Professional Learning Lead, Technology Integration Champion, TAPP Mentors	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Strategy 1: TAPP Mentor Program will include monthly targeted meetings that are designed to enhance the new teacher's practice.

- Intended Audience:** Teachers with zero years of experience.
- Provider / Presenter / Person Responsible:** Dean of Instruction, TAPP Mentors
- Date(s) / Timeframe:** Monthly
- Collaborating Departments:** Admin and Academics
- Delivery Method:** F2F, Virtual
- Staff Responsible:** Dean of Instruction, Admin

Strategy 2: Classroom walk-throughs (campus and CST) will use a MS forms tool to record instructional trends, and use the data to make support decisions.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Administrators

Date(s) / Timeframe: Weekly

Collaborating Departments: Admin, Academics, District Curriculum

Delivery Method: F2F

Staff Responsible: Principal, Dean of Instruction

Strategy 3: Campus administrators will engage in at least two book studies this school that with a focus on innovation and impactful systems.

Intended Audience: Principal, Associate Principal, Dean and Assistant Principals,

Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: Fall and Spring

Collaborating Departments: Admin

Delivery Method: F2F

Staff Responsible: Principal

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 4: 5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 5: 5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Key Question 1: 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

Initial Status: Major Change

System Response 1 Details	Reviews			
System Response 1: Parents will have an opportunity to collaborate, support and be engaged with school events that support instruction, learning, and welfare of staff and students. Indicators of Success: PTO participation will continue to increase its membership by 2025. PTO will be able to provide the campus with the necessary materials for all students, clubs, organizations, and staff to thrive during the 2024-2025 school year. HHS will host two parent university events to inform parents of academic expectations, and health and wellness opportunities. Hightower HS will host the Red Cross and breast cancer awareness events. Staff Responsible: Admin, Wellness Committee, Red Cross Sponsor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Parent newsletter will be emailed to parents bi-weekly to communicate campus activities. Parent surveys will also be conducted to gather feedback and collect information on the needs of the community.

Intended Audience: Parents

Provider / Presenter / Person Responsible: Principal and Dean

Date(s) / Timeframe: Bi-Weekly

Collaborating Departments: Admin, Athletics, Academics, Counseling

Delivery Method: Email

Staff Responsible: Principal and Dean

TEA Priorities:
Improve low-performing schools

Strategy 2: The new Parent Teacher Organization will meet in the library monthly to collaborate and vote on events they can support and how fund raising activities can assist the campus.

Intended Audience: Parents, Teacher

Provider / Presenter / Person Responsible: PTO officers

Date(s) / Timeframe: Monthly

Collaborating Departments: Admin, Academic, Parents

Delivery Method: F2F

Staff Responsible: Principal and PTO President

System Response 2 Details	Reviews			
System Response 2: By June, 2025, HHS will provide monthly engagement opportunities for parent and community stakeholders that build relationships and fosters positive student outcomes. Indicators of Success: Formative: HHS Parent University will bring important topics to parents at least once per 9-week term. Parents of Emergent Bilingual students workshop opportunities. The campus PTO with newly elected officers and regular meetings will have an increased number of community and parent support. Increased number of Parent Newsletters that serve to inform and call to action. Summative: By December, 2024, PBIS will have established Student Tracker systems and data. By December, 2024, HHS will have a newly organized and functional PTO, with elected officers. By June, 2025, student engagement survey will show an overall increase in positive interactions with teachers by 5% By June, 2024, a minimum of 85% off all parent surveyed will show that they feel welcomed by staff and their students attend a safe and engaging school. Staff Responsible: Administrators, Counselors	Formative			Summative
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

Strategy 1: Engage the new campus PTO with newly elected officers and invite staff to attend regular meetings that results in increased number of community and parent support.

Provider / Presenter / Person Responsible: PTO Officers, Principal, Dean of Instruction

Date(s) / Timeframe: Monthly

Collaborating Departments: Admin, Academics, Athletics, Counseling

Delivery Method: F2F, Virtual

Staff Responsible: PTO President, Principal

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Key Question 2: 4.2 To what degree are schools partnering with one another to support student learning experiences?

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Key Question 3: 4.3 To what degree do students engage in community partnerships to support their own learning goals while demonstrating COMPASSION and SERVANT LEADERSHIP (Profile of a Graduate)?

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Key Question 1: 6.1 To what degree does the organization manage financial, human, physical and technological resources in a way that enables and enhances transparency, accountability, integrity, efficiency, and innovation in all operations to support improved student outcomes?

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Key Question 2: 6.2 To what degree does the organization leverage various sources of evidence in a strategic, responsible way to optimize resources that can be utilized in advancing the District's goals to improve student outcomes?

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Key Question 3: 6.3 To what degree does the organization promote a responsive, accessible and multi-channeled communication plan with internal and external stakeholders while delivering courteous, quality customer service to improve student outcomes?

RDA System Responses

Goal	Key Question	System Response	Strategy	Description
2	1	1	5	Hightower High School will host weekly truancy meetings to discuss student absenteeism, tardies, and skippers. These meetings will allow the admin team to develop individual plans for students that are consistently not in class.

Targeted Support System Responses

Goal	Key Question	System Response	Strategy	Description
1	1	1	7	All students will receive accelerated instruction in the five EOC content course. This instructional will be implemented in different ways ranging from embedded intervention course sections in the master schedule to after school and Saturday tutorials, as well as targeted pullout sessions that will take place during the school day (Cane Time).
2	1	1	5	Hightower High School will host weekly truancy meetings to discuss student absenteeism, tardies, and skippers. These meetings will allow the admin team to develop individual plans for students that are consistently not in class.

Additional Targeted Support System Responses

Goal	Key Question	System Response	Strategy	Description
1	1	1	7	All students will receive accelerated instruction in the five EOC content course. This instructional will be implemented in different ways ranging from embedded intervention course sections in the master schedule to after school and Saturday tutorials, as well as targeted pullout sessions that will take place during the school day (Cane Time).
2	1	1	5	Hightower High School will host weekly truancy meetings to discuss student absenteeism, tardies, and skippers. These meetings will allow the admin team to develop individual plans for students that are consistently not in class.

Addendums

2024-2025 HHS WIGs

Student Achievement in Algebra I and ELA I will see an overall improvement on STAAR EOC by 10%.

Campus attendance target is 94% for 2024-2025 school year.

At least 60% of HHS seniors will receive at least one CCMR credit.

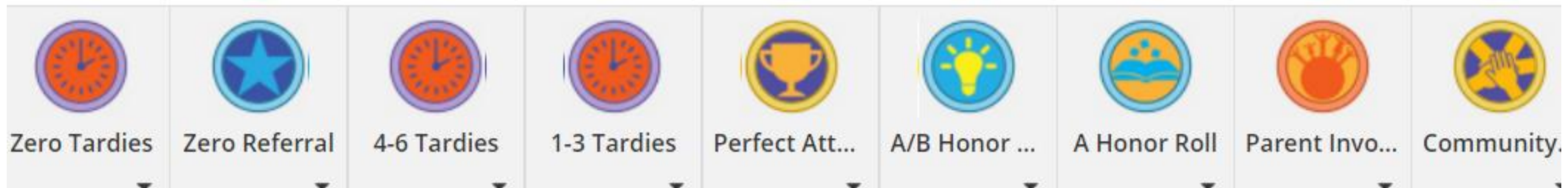


Cane Rewards

PBIS Incentives

What are Cane Rewards?

- Students can earn badges/points each TERM by doing the following.....
 - A-Honor Roll
 - A/B-Honor Roll
 - Perfect Attendance
 - Zero Tardies
 - 1 to 3 Tardies
 - 4 to 6 Tardies
 - Zero Referrals
 - Positive Referrals
 - Parent Involvement
 - Community Service Involvement



PBIS SCHOOLLOGY COURSE

- SCHOOLLOGY CODE

- 2022-2023: Q799-9B5D-9Q3F4 (SAME CODE FROM THE CPR AND PSAT SR INFO)
- 2024 COHORT: SKKC-KHWC-9D6HG
- 2025 COHORT: 4CGZ-MZZN-FKH7J
- 2026 COHORT: VG68-SB9Q-M22GJ

Badges



Grades



Behavior



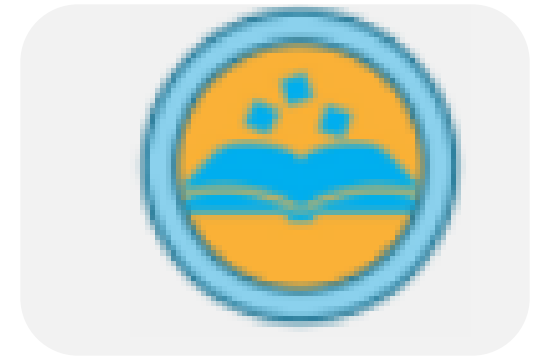
Attendance



Involvement

Click to skip to Rewards

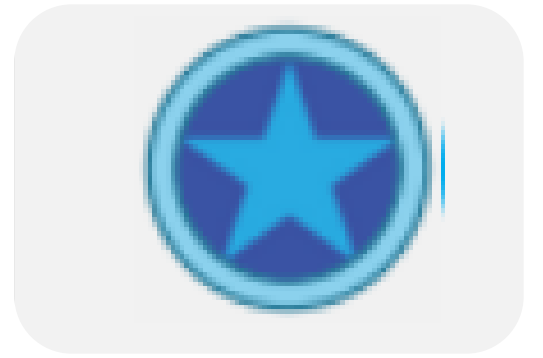




Grades

- A- Honor Roll: Students who make all A's for the term will receive 2 badges (A and A/B Honor Roll)
- A/B- Honor Roll: Students who make A's and B's for the term will receive 1 badge (A/B Honor Roll)
- Dean's List- Students who make A-Honor Roll for the semester (Term 1+Term 2)



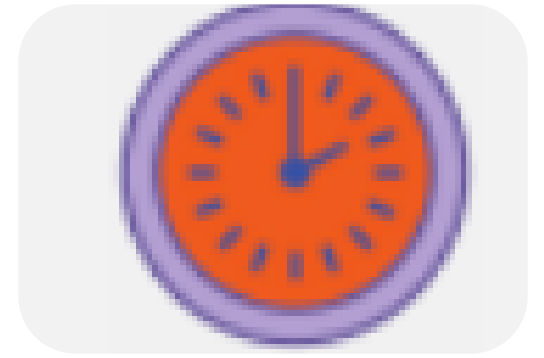


Behavior

- Zero Referrals- Students who receive Zero Negative Referrals in Skyward will receive 1 badge.
- Positive Referrals- Students who demonstrate being the STORM and are seen by a teacher, administrator, or a staff member will receive 1 badge. A student can receive multiple badges per term.



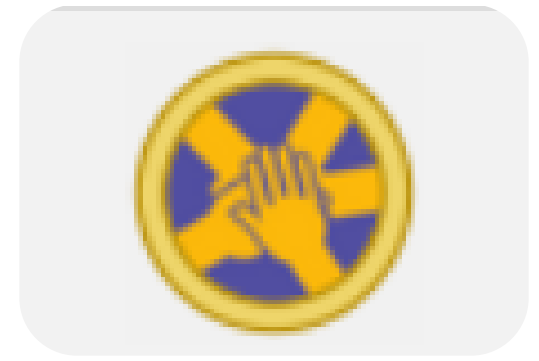
Attendance



- Perfect Attendance- Students who demonstrate being On Time and Ready each day by showing up will be rewarded 1 badge.
- Zero Tardies- Students make every effort to show up to class On Time and Ready each day will receive 3 badges (Zero, 1 to 3, and 4 to 6 tardies).
- 1 to 3 Tardies- Students who are tardy less than 3 times will receive 2 badges (1 to 3 and 4-6 tardies).
- 4 to 6 Tardies- Students who are only tardy 4 to 6 times in one term will receive 1 badge.



Involvement



- Parent Involvement- Students whose parents participate in events such as Parent U, Senior Parent Night, etc. will receive a badge per event.
- Community Service Involvement- Students will receive 1 badge per term for making an impact and serving the community.



Categories

01 

Category

- 5 Badges

02 

Category

- 10 Badges

03 

Category

- 15 Badges

04 

Category

- 20 Badges

05 

Category

- 25 Badges-
Elite Canes

Reward Levels



Cat 1

School Store Shopping Trip and Exclusive Cane Club Patio Access

Cat 2

Special Cane Storm T-Shirt and Event Functions

Cat 3

Authentic Cane Camo Hoodie

Cat 4

VIP Lunch Party with Mr. Roberson and Smith

Cat 5

Elite Cane access to sporting tickets, premier events, and gift cards.

Hightower
Cane Points
5 PBIS Badges



CAT
1



School Store
Shopping Trip
Patio Access
#BeTheStorm



Hightower
Cane Points
15 PBIS Badges



Hoodie
Cane Shirt
School Store
Patio Access



#BeTheStorm

CAT 5 ELITE



25

#BETHESTORM

Cane Rewards

- As each student acquires badges, they will be rewarded a tag.
- These tags are the size of a credit card.
- You will need to present the tag to gain access to the exclusive events and opportunities.
- The tags can be easily stored in a wallet or on a key chain.

Be The Storm

ELA DEPARTMENT						
<i>Teacher Last Name</i>	<i>Teacher First Name</i>	<i>Instructional Content</i>	<i>Room #</i>	<i>Location of Tutorials</i>	<i>Time of Tutorials</i>	<i>Day of Tutorials</i>
Caldera	Perla	ESOL 1	B1	Classroom	2:50-3:50	Wednesday;
Decker	Lynell	English 1	A4	Classroom	Tuesday 3:15-3:45pm and Thursday 6:50-7:22am	Tuesday;Thursday;
Earl	Nakia	English IV/AP English IV	B5	Classroom	fyu78	Wednesday;Thursday;
Holcomb	Kaitlyn	English 1, English 1 AAC	A-11	Classroom	Mondays (2:50-3:30 p.m.), Thursdays (7:00-7:20 a.m.)	Monday;Thursday;
Huntsberry	Shanda	English III	A8	Classroom	7:00AM-7:22AM & 2:50PM- 3:30PM	Thursday;
Jones	Kathryn	English 1	A2	Classroom	7:00-7:20am, 2:50-3:30	Tuesday;Thursday;
Moore	Minnencie	ESOL English II	B-2	Classroom	02:50-03:50 PM	Wednesday;
Norris	Demetria	ELA AP3, AP4, Dual Credit	O-1	Classroom	3:00 - 3:30 PM	Monday;Wednesday;
PERSON	MARIA	PTECH ELA I (AAC)	O-11	Classroom	2:45 - 3:45	Tuesday;Thursday;
Salas	Christina	English II AAC	O-12	Classroom	7:00-7:30	Thursday;Wednesday;
Vail	Robin	AP Seminar and AP Lang and Composition	B6	Classroom	7:00am-7:22am	Tuesday;Thursday;
Young	Asia	College Prep ELA & Photo Journalism	B3	Classroom	7a-7:25a	Monday;Thursday;
MATH DEPARTMENT						
<i>Teacher Last Name</i>	<i>Teacher First Name</i>	<i>Instructional Content</i>	<i>Room #</i>	<i>Location of Tutorials</i>	<i>Time of Tutorials</i>	<i>Day of Tutorials</i>
Barrett	Craig	AP Statistics, AP PreCalculus, PreCalculus	X2	Classroom	2:40- 3:10 pm	Monday;Wednesday;
Chan	Alexander	Algebra 2	X3	Classroom	3-4 pm	Tuesday;Thursday;
Kumar	Shiv	Algebra I	S5	Classroom	2:50-3:20	Thursday;
Kumar	Shiv	Algebra I	S-5	Classroom	2:55-3:25	Tuesday;Thursday;
Taha	Abdelhamid	Algebra 2	X-5	Classroom	3:00 P.M. - 3:30 P.M.	Tuesday;Thursday;
Wade	Jennifer	AQR, College Prep Math	X1	Classroom	6:45-7:20 and 2:50 - 3:30	Tuesday;Thursday;
SCIENCE DEPARTMNT						
<i>Teacher Last Name</i>	<i>Teacher First Name</i>	<i>Instructional Content</i>	<i>Room #</i>	<i>Location of Tutorials</i>	<i>Time of Tutorials</i>	<i>Day of Tutorials</i>
Baker	Chelsea	Chemistry AAC, Environmental Systems	Y-1	Classroom	3:00 to 3:45 pm	Tuesday;Wednesday;
Balogun	Ibironke	Chemistry	X4	Classroom	3:00 -4:00 PM	Tuesday;Thursday;

Butler	Fredrick	IPC and Physics	Y-3	Classroom	3:00 - 3:30 PM	Tuesday;Thursday;
George	Sudeep	AP Environmental Science, Environmental Systems	Y-4	Classroom	2:45 to 3:15	Tuesday;Thursday;
Jackson	Robert	AP Human Geography, World Geography AAC.	0-4	Classroom	2:50 - 3:45 p.m.	Tuesday;
Mcfee	Alexis	Biology	F-4	Classroom	3-3:30	Tuesday;Wednesday;
Ramon	John Glenn	Chemistry (AP/AAC/I)	X-8	Classroom	Tue 6:45AM-7:15AM / Thu 3:00PM-4:00PM	Tuesday;Thursday;
Tucker	Raven	Aquatic Science	G5	Classroom	2:55-3:30pm	Wednesday;Tuesday;
Walker	Rochquandra	Aquatic Science	S2	Classroom	3:00pm - 3:30pm	Tuesday;

SOCIAL STUDIES DEPARTMENT

<i>Teacher Last Name</i>	<i>Teacher First Name</i>	<i>Instructional Content</i>	<i>Room #</i>	<i>Location of Tutorials</i>	<i>Time of Tutorials</i>	<i>Day of Tutorials</i>
Bishop	Clay	US History & APUSH	V5	Classroom	Monday 3:00 pm to 4:00 pm or by appointment	Monday;
Kornegay	Dean	Government	F5	Classroom	1:15pm	Monday;
Mace	Paul	U.S. History	V-3	Classroom	2:45-3:15	Tuesday;Thursday;
Momin	Mashall	Dual Credit U.S. History and Mexican American Studies	O-2	Classroom	2:50-3:50	Monday;
Sharp	Kevin	US History, Debate	V8	Classroom	3-4pm	Wednesday;
Spieß	Quentin	World Geo	F-7	Classroom	2:50-3:50	Wednesday;
Spieß	Quentin	World Geography	F-7	Classroom	2:50pm - 3:50pm	Wednesday;
Weber	William	Economics	V-11	Classroom	2:45 PM- 3:45 PM, other times as pre-arranged and scheduled	Tuesday;

FINE ARTS DEPARTMENT

<i>Teacher Last Name</i>	<i>Teacher First Name</i>	<i>Instructional Content</i>	<i>Room #</i>	<i>Location of Tutorials</i>	<i>Time of Tutorials</i>	<i>Day of Tutorials</i>
Rogers	Kim	Art Ceramics, Drawing	J4	I am available upon request due to material prep needs	3pm-4pm	Monday;Thursday;
Singleton	Randrea	Dance	K3	Classroom	3-4	Monday;Tuesday;Wedne sday;Thursday;

PE/HEALTH/ROTC

<i>Teacher Last Name</i>	<i>Teacher First Name</i>	<i>Instructional Content</i>	<i>Room #</i>	<i>Location of Tutorials</i>	<i>Time of Tutorials</i>	<i>Day of Tutorials</i>
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Lovelace	Melvin	JROTC	P8 Myself and CPT Hernandez	Classroom	3:00-3:30pm	Monday;Wednesday;
CTE DEPARTMENT						
Teacher Last Name	Teacher First Name	Instructional Content	Room #	Location of Tutorials	Time of Tutorials	Day of Tutorials
Allen	TraNeisha	Principles of Business Marketing & Finance, Securities and Investments, and Accounting I	C6	Classroom	2:55-3:55 (By Appointment Only)	Wednesday;
Hill	Franchelle	Professional Communication	R2	Classroom	6:50-7:20	Thursday;
Jones	Miss D.	Professional Communications	U6	Classroom	Monday-Friday, By Appointment	Monday;Tuesday;Wedne sday;Thursday;Friday;
Wright	Leah	Principles of Agriculture, Small Animal Mngt/Equine Science, Livestock Production, Advanced Animal Science, Floral Design	1st and 2nd period in P6, 3rd- 8th in P7.1	Classroom	3:00-4:00 pm unless otherwise instructed	Monday;Tuesday;Wedne sday;Thursday;
WORLD LANGUAGES DEPARTMENT / LOTE						
Teacher Last Name	Teacher First Name	Instructional Content	Room #	Location of Tutorials	Time of Tutorials	Day of Tutorials
Amesty	Yesenia	Spanish 1 and 2	G-1	Classroom	Monday and Thursday from 3:00 to 4:00pm	Monday;Thursday;
Gener- Quintela	Denis	Spanish II	H-1	Classroom	6:50am to 7:20am	Tuesday;Thursday;
EDGEUNITY DEPARTMENT						
Teacher Last Name	Teacher First Name	Instructional Content	Room #	Location of Tutorials	Time of Tutorials	Day of Tutorials
McNeal	Colonious	Edgenuity	U3	Classroom	3:00pm-3:45pm	Wednesday;
Vaccaro	Josephine	Edgenuity O-Lab	U4	Classroom	Tuesday 2:50 - 4:00 & Thursday 2:50 - 3:40	Tuesday;Thursday;



Hightower High School 2024-2025 Testing Calendar

Fall Test Dates	Fall Assessment
August 24	SAT
August 26-30	9-12 ESL District Proficiency Assessment BOY Window
September 3-5	NWEA MAP Reading (English I & II) BOY Window
September 6-10	NWEA MAP Math (Algebra I/II & Geometry) BOY Window
September 14	ACT (Saturday)
September 18-20	NWEA MAP Science (Biology) BOY Window
September 23 – October 9	English III DLA #1 Window
October 5	SAT (Saturday)
October 16-29	English I & II DLA #1 Window
October 18-31	World History DLA #1 Window
October 22	PSAT: 11th grade
October 24	PSAT: 10th grade
October 26	ACT (Saturday)
November 2	SAT(Saturday)
November 4-15	Biology / IPC / Chemistry DLA #1 Windows
November 4-18	World Geography DLA #1
November 8-22	Algebra I DLA #1 Window
November 18 – December 6	US History DLA #1 Window
December 7	SAT (Saturday)
December 9	STAAR EOC English I - Retest
December 10	STAAR EOC Biology and US History - Retest
December 11	STAAR EOC English II - Retest
December 12	STAAR EOC Algebra I - Retest
December 14	ACT (Saturday)
December 16-20	9-12 ESL District Proficiency Assessment MOY
December 17-20	Semester Exams
Spring Test Dates	Spring Assessment
January 13-15	NWEA MAP Reading (English I & II) MOY Window
January 16-21	NWEA MAP Math (Algebra I/II & Geometry) MOY Window
January 27-29	NWEA MAP Science (Biology) MOY Window
January 27 – February 10	English I & II DLA #2 Windows
January 27 – February 27	Interim STAAR EOC: English 1 & 2 (Reading & Writing Multiple Choice)
February 8	ACT (Saturday)
February 18 – March 4	IPC / Chemistry DLA #2 Windows
February 21 – March 7	World History DLA #2 Window
February 24 – March 7	Interim STAAR EOC: Algebra I
February 24 – March 7	Interim STAAR EOC: US History
February 24 – March 28	TELPAS /TELPAS ALT. Window (All test online)
March 3 – April 17	STAAR ALT. 2 Window
March 5	SAT School Day (Juniors)
March 7-28	World Geography DLA #2
March 8	SAT (Saturday)
March 17-28	Interim STAAR EOC: Biology

March 24	NAEP Assessment (National Assessment of Educational Progress): 17-year-olds
April 5	ACT (Saturday)
April 11	STAAR EOC: English I
April 14-15	STAAR EOC: English I Makeup
April 15	STAAR EOC: English II
April 16-17	STAAR EOC: English II Makeup
April 23	STAAR EOC: Biology & US History
April 23-24	STAAR EOC: US History Makeup
April 24-25	STAAR EOC: Biology Makeup
April 28 – May 9	11-12 IOWA Reclassification
April 29	STAAR EOC: Algebra I
April 30- May 2	STAAR EOC: Algebra I Makeup
April 30 – May 2	9-12 ESL District Proficiency Assessment EOY
May 3	SAT (Saturday)
May 5-16	AP Testing Window
May 5-7	NWEA MAP Reading (English I & II) EOY Window
May 8-12	NWEA MAP Math (Algebra I/II & Geometry) EOY Window
May 20-22	NWEA MAP Science (Biology) EOY Window
May 23-29	Semester Exams

Summer Assessment Date	Summer Assessment
June 7	SAT (Saturday)
June 14	ACT (Saturday)
June 23	STAAR English I EOC Retest
June 24	STAAR U.S History and Biology EOC Retest
June 25	STAAR English II EOC Retest
June 26	STAAR Algebra I EOC Retest

Notes:

- This is the most recent information provided by TEA and FBISD and is subject to change.
- DLA Windows except those designated as Interims will be administered via Eduphoria.
- DLA Windows designated as Interims are EOC practice tests and will be administered via Cambium utilizing the TX Secure Browser.
- Students taking the NWEA MAP will be tested based on the content they are enrolled in. Students are not tested by grade level.

This calendar is subject to change based on the needs of the campus, district changes, and TEA updates; therefore, it is a working document. Please use a guide for instructional and event planning. Any updates will be communicated in a timely manner.

