

**Fort Bend Independent School District**

**Almeta Crawford High School**

**2025-2026 Campus Improvement Plan**

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# Comprehensive Needs Assessment

Revised/Approved: July 24, 2025

## Demographics

### Demographics Summary

#### SCHOOL PROFILE

Almeta Crawford High School is the 12th high school in the Fort Bend Independent School District. Opened in 2023, Crawford High School serves students in parts of Sienna, Rosharon, and Fresno, TX. This community is located adjacent to Southwest Houston and has grown significantly in the last ten years to become a major suburban area. In its inaugural year, 2023-2024, Almeta Crawford consisted of 9th and 10th grade students, with the first graduating class expected to be the class of 2026. For the 2025-2026 school year, Crawford High School is projected to serve 1585 students in 9<sup>th</sup> – 12<sup>th</sup> grades.

#### SCHOOL INFORMATION (Estimated 25-26)

- Seniors: 313, Juniors: 337, Sophomores: 378, Freshmen: 405
- Faculty: 131
- Schedule: Classes meet 50 minutes per day, maximum 7 periods per day, 5 days each week, 18 weeks per semester.
- Accreditation: Southern Association of Secondary Schools and the Texas Education Agency

#### CURRICULUM

- Almeta Crawford provides a strong academic program with more than 200 possible course selections including an extensive vocational/technical curriculum.
- Several options are available for students to earn college credit during the school day.
- There are 13 Advanced Placement courses available in Pre-Calculus, Chemistry, Computer Science A, English Language and Composition, US History, Human Geography, World History: Modern, Physics 1, and Spanish.
- UIL-sponsored athletic programs for young men and women are offered in baseball, basketball, cheerleading, cross country, diving, football, golf, soccer, softball, swimming, tennis, track, volleyball and water polo.
- Co-curricular programs include choir, band, orchestra, dance team, student council, service and academic clubs, athletics, Academic Decathlon.
- Gifted and Talented programs are available in English, Math, Social Studies and Science.
- Instruction is available for students with special needs through the Special Education and Bilingual/ESL programs.

## Student Demographics

|                                    | Count | Percent |
|------------------------------------|-------|---------|
| <b>Gender</b>                      |       |         |
| Female                             | 484   | 47.08%  |
| Male                               | 544   | 52.92%  |
| <b>Ethnicity</b>                   |       |         |
| Hispanic-Latino                    | 343   | 33.37%  |
| <b>Race</b>                        |       |         |
| American Indian - Alaskan Native   | 5     | 0.49%   |
| Asian                              | 62    | 6.03%   |
| Black - African American           | 548   | 53.31%  |
| Native Hawaiian - Pacific Islander | 0     | 0.00%   |
| White                              | 39    | 3.79%   |
| Two-or-More                        | 31    | 3.02%   |

## Student Programs

|                                             | Count | Percent |
|---------------------------------------------|-------|---------|
| Dyslexia                                    | 57    | 5.54%   |
| Gifted and Talented                         | 9     | 0.88%   |
| Regional Day School Program for the Deaf    | 0     | 0.00%   |
| Section 504                                 | 71    | 6.91%   |
| Special Education (SPED)                    | 149   | 14.49%  |
| <b>Bilingual/ESL</b>                        |       |         |
| Emergent Bilingual (EB)                     | 161   | 15.66%  |
| Bilingual                                   | 0     | 0.00%   |
| English as a Second Language (ESL)          | 153   | 14.88%  |
| Alternative Methods for Bilingual Education | 0     | 0.00%   |
| Alternative Methods for ESL                 | 0     | 0.00%   |
| <b>Title I Part A</b>                       |       |         |
| Schoolwide Program                          | 1     | 0.10%   |
| Targeted Assistance                         | 0     | 0.00%   |
| Targeted Assistance Previously Participated | 0     | 0.00%   |
| Title I Homeless                            | 22    | 2.14%   |
| Neglected                                   | 0     | 0.00%   |

## Student Indicators

|                                         | Count | Percent |
|-----------------------------------------|-------|---------|
| At-Risk                                 | 521   | 50.68%  |
| Foster Care                             | 3     | 0.29%   |
| IEP Continuer                           | 0     | 0.00%   |
| Immigrant                               | 22    | 2.14%   |
| Intervention Indicator                  | 258   | 25.10%  |
| Migrant                                 | 0     | 0.00%   |
| Military Connected                      | 51    | 4.96%   |
| Transfer In Students                    | 2     | 0.1946% |
| Unschooler Asylee/Refugee               | 0     | 0%      |
| <b>Economic Disadvantage</b>            |       |         |
| Economic Disadvantage Total             | 644   | 62.65%  |
| Free Meals                              | 551   | 53.60%  |
| Reduced-Price Meals                     | 93    | 9.05%   |
| Other Economic Disadvantage             | 0     | 0.00%   |
| <b>Homeless and Unaccompanied Youth</b> |       |         |
| Homeless Status Total                   | 18    | 1.75%   |
| Shelter                                 | 0     | 0.00%   |
| Doubled Up                              | 17    | 1.65%   |
| Unsheltered                             | 0     | 0.00%   |
| Hotel/Motel                             | 1     | 0.10%   |
| Not Unaccompanied Youth                 | 14    | 1.36%   |
| Is Unaccompanied Youth                  | 4     | 0.39%   |

## Special Education Services

|                             | Count | Percent |
|-----------------------------|-------|---------|
| <b>Primary Disabilities</b> |       |         |
| No Disability               | 0     | 0.00%   |
| Orthopedic impairment       | 0     | 0.00%   |
| Other health impairment     | 31    | 20.81%  |
| Auditory impairment         | 0     | 0.00%   |
| Visual impairment           | 1     | 0.67%   |
| Deaf-Blind                  | 0     | 0.00%   |
| Intellectual disability     | 12    | 8.05%   |
| Emotional disturbance       | 22    | 14.77%  |
| Learning disability         | 66    | 44.30%  |
| Speech impairment           | 2     | 1.34%   |
| Autism                      | 15    | 10.07%  |
| Developmental delay         | 0     | 0.00%   |
| Traumatic brain injury      | 0     | 0.00%   |

| Special Education Services     | Count | Percent |
|--------------------------------|-------|---------|
| Noncategorical early childhood | 0     | 0.00%   |
| <b>Instructional Settings</b>  |       |         |
| Speech Therapy                 | 2     | 1.34%   |
| Homebound                      | 0     | 0.00%   |
| Hospital Class                 | 0     | 0.00%   |
| Mainstream                     | 83    | 55.70%  |
| Resource Room                  | 50    | 33.56%  |
| VAC                            | 0     | 0.00%   |
| Off Home Campus                | 0     | 0.00%   |
| State School                   | 0     | 0.00%   |
| Residential Care               | 2     | 1.34%   |
| Self Contained                 | 12    | 8.05%   |
| Full-Time Early Childhood      | 0     | 0.00%   |
| Nonpublic Day School           | 0     | 0.00%   |
| <b>Staff Information</b>       |       |         |
| Administrative Support         | 13    | 9.92%   |
| Teacher                        | 111   | 84.73%  |
| Educational Aide               | 7     | 5.34%   |
| Auxiliary                      | 0     | 0.00%   |

### Demographics Strengths

- Equitable teacher-to-student ratio in core content areas.
- School numbers align with classrooms and teachers
- 98% of Teachers are fully certified

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Due to a high percentage of STAAR EOC Retesters needing Interventions based on performance levels, there is a need for structured Tier 2 and Tier 3 instruction during the school day.

**Root Cause:** Students who did not meet approaches on STAAR EOC exams are not provided interventions during the school day, and many cannot stay after school due to home commitments.

# Student Learning

## Student Learning Summary

|                                                             |     |              |              |            | Domain I                                                                                                                    |                      |                    |                     | Domain II-A                                                                                                                                                                                                         |                      |                    |                     | Domain II-B                                                                                             |                      |                    |                     | Domain III                                                                                       |                      |                    |                     | Overall            |
|-------------------------------------------------------------|-----|--------------|--------------|------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|---------------------|---------------------------------------------------------------------------------------------------------|----------------------|--------------------|---------------------|--------------------------------------------------------------------------------------------------|----------------------|--------------------|---------------------|--------------------|
| Campus                                                      | AEA | %Econ Disadv | Gr 3-12 Enr. | Total Enr. | Gr 3-12 Enr.                                                                                                                | Proportional Weight* | Campus Scale Score | Proportional Points | Gr 3-12 Enr.                                                                                                                                                                                                        | Proportional Weight* | Campus Scale Score | Proportional Points | Gr 3-12 Enr.                                                                                            | Proportional Weight* | Campus Scale Score | Proportional Points | Gr 3-12 Enr.                                                                                     | Proportional Weight* | Campus Scale Score | Proportional Points | Campus Scale Score |
| (079907018) Almeta Crawford H S                             | N   | 62.6         | 1028         | 1028       | 1028                                                                                                                        | 1.7                  | 72                 | 1.224               | 1028                                                                                                                                                                                                                | 1.7                  | 72                 | 1.224               | 1028                                                                                                    | 1.7                  | 75                 | 1.275               | 1028                                                                                             | 1.7                  | 75                 | 1.275               | 75                 |
| Campus's 2025 Domain Scores Based on Proportional Weighting |     |              |              |            | Campus Domain I Score<br>(Campus got 89 if Campus's D2 score <60 or 4 or 1 any campus D1 score <70 or any AEA D1 score <50) |                      |                    | 72                  | Campus Domain II-A Score                                                                                                                                                                                            |                      |                    | 72                  | Campus Domain II-B Score                                                                                |                      |                    | 75                  | Campus Domain III Score<br>asd (Capped at 89 if any campus D3 score <70 or any AEA D3 score <60) |                      |                    | 75                  |                    |
|                                                             |     |              |              |            |                                                                                                                             |                      |                    |                     | 70% of Campus Rating (Better of Domain I or Domain II)<br>NOTE: The Campus's Domain II score is capped at 89 if the Campus's D2-A or D2-B score <60 or if any campus Domain II score <70 or AEA Domain II score <60 |                      |                    |                     |                                                                                                         |                      |                    |                     |                                                                                                  | 75                   | x .70              | 52.5                |                    |
|                                                             |     |              |              |            |                                                                                                                             |                      |                    |                     | 30% of Campus Rating (Domain III)                                                                                                                                                                                   |                      |                    |                     |                                                                                                         |                      |                    |                     |                                                                                                  | 75                   | x .30              | 22.5                |                    |
|                                                             |     |              |              |            |                                                                                                                             |                      |                    |                     |                                                                                                                                                                                                                     |                      |                    |                     | Campus's 2025 Overall Score<br>Applying 3 Fs Rule, 3Ds Rule, and Campus Scaled Score Rule if applicable |                      |                    |                     |                                                                                                  | 75                   |                    |                     |                    |
|                                                             |     |              |              |            |                                                                                                                             |                      |                    |                     |                                                                                                                                                                                                                     |                      |                    |                     | Campus's 2025 Overall Letter Grade                                                                      |                      |                    |                     |                                                                                                  | C                    |                    |                     |                    |

|                  | All Students                         | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races |
|------------------|--------------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|
| All              |                                      |                  |          |       |                 |       |                  |                   |
| Percent of Tests |                                      |                  |          |       |                 |       |                  |                   |
|                  | % at Approaches GL Standard or Above | 78%              | 78%      | 75%   | 89%             | 83%   | 91%              | 100               |
|                  | % at Meets GL Standard or Above      | 45%              | 43%      | 41%   | 67%             | 50%   | 73%              | 100               |
|                  | % at Masters GL Standard             | 10%              | 7%       | 9%    | 16%             | 33%   | 26%              | 100               |
| Number of Tests  |                                      |                  |          |       |                 |       |                  |                   |
|                  | # at Approaches GL Standard or Above | 1,552            | 820      | 523   | 57              | 5     | 109              |                   |
|                  | # at Meets GL Standard or Above      | 889              | 449      | 285   | 43              | 3     | 88               |                   |
|                  | # at Masters GL Standard             | 191              | 78       | 62    | 10              | 2     | 31               |                   |
|                  | Total Tests                          | 1,985            | 1,051    | 694   | 64              | 6     | 120              |                   |
| Reading          |                                      |                  |          |       |                 |       |                  |                   |

| Percent of Tests |                                      |     |     |     |      |      |      |                   |
|------------------|--------------------------------------|-----|-----|-----|------|------|------|-------------------|
|                  | % at Approaches GL Standard or Above | 72% | 72% | 68% | 93%  | 75%  | 90%  | 100               |
|                  | % at Meets GL Standard or Above      | 49% | 48% | 44% | 77%  | 50%  | 75%  | 100               |
|                  | % at Masters GL Standard             | 8%  | 6%  | 5%  | 13%  | 25%  | 27%  | 100               |
| Number of Tests  |                                      |     |     |     |      |      |      |                   |
|                  | # at Approaches GL Standard or Above | 622 | 333 | 199 | 28   | 3    | 43   | Two or More Races |
|                  | # at Meets GL Standard or Above      | 419 | 219 | 129 | 23   | 2    | 36   |                   |
|                  | # at Masters GL Standard             | 67  | 28  | 16  | 4    | 1    | 13   |                   |
|                  | Total Tests                          | 859 | 461 | 294 | 30   | 4    | 48   |                   |
| Mathematics      |                                      |     |     |     |      |      |      |                   |
| Percent of Tests |                                      |     |     |     |      |      |      |                   |
|                  | % at Approaches GL Standard or Above | 67% | 65% | 66% | 73%  | %    | 85%  |                   |
|                  | % at Meets GL Standard or Above      | 22% | 19% | 25% | 9%   | %    | 46%  |                   |
|                  | % at Masters GL Standard             | 6%  | 5%  | 7%  | 0%   | %    | 12%  |                   |
| Number of Tests  |                                      |     |     |     |      |      |      |                   |
|                  | # at Approaches GL Standard or Above | 277 | 145 | 96  | 8    | 0    | 22   |                   |
|                  | # at Meets GL Standard or Above      | 91  | 42  | 36  | 1    | 0    | 12   |                   |
|                  | # at Masters GL Standard             | 25  | 12  | 10  | 0    | 0    | 3    |                   |
|                  | Total Tests                          | 414 | 222 | 145 | 11   | 0    | 26   |                   |
| Science          |                                      |     |     |     |      |      |      |                   |
| Percent of Tests |                                      |     |     |     |      |      |      |                   |
|                  | % at Approaches GL Standard or Above | 90% | 91% | 88% | 82%  | %    | 94%  | 100               |
|                  | % at Meets GL Standard or Above      | 49% | 46% | 42% | 82%  | %    | 81%  | 100               |
|                  | % at Masters GL Standard             | 11% | 8%  | 12% | 9%   | %    | 19%  | 100               |
| Number of Tests  |                                      |     |     |     |      |      |      |                   |
|                  | # at Approaches GL Standard or Above | 364 | 194 | 125 | 9    | 0    | 29   |                   |
|                  | # at Meets GL Standard or Above      | 198 | 99  | 60  | 9    | 0    | 25   |                   |
|                  | # at Masters GL Standard             | 43  | 17  | 17  | 1    | 0    | 6    |                   |
|                  | Total Tests                          | 405 | 213 | 142 | 11   | 0    | 31   |                   |
| Social Studies   |                                      |     |     |     |      |      |      |                   |
| Percent of Tests |                                      |     |     |     |      |      |      |                   |
|                  | % at Approaches GL Standard or Above | 94% | 95% | 91% | 100% | 100% | 100% |                   |
|                  | % at Meets GL Standard or Above      | 59% | 57% | 53% | 83%  | 50%  | 100% |                   |
|                  | % at Masters GL Standard             | 18% | 14% | 17% | 42%  | 50%  | 60%  |                   |
| Number of Tests  |                                      |     |     |     |      |      |      |                   |
|                  | # at Approaches GL Standard or Above | 289 | 148 | 103 | 12   | 2    | 15   |                   |
|                  | # at Meets GL Standard or Above      | 181 | 89  | 60  | 10   | 1    | 15   |                   |
|                  | # at Masters GL Standard             | 56  | 21  | 19  | 5    | 1    | 9    |                   |
|                  | Total Tests                          | 307 | 155 | 113 | 12   | 2    | 15   |                   |

Graduation Rate Data Table for 2024 - 2025



|                                                        | All<br>Students | African<br>American | Hispanic | White | American<br>Indian |
|--------------------------------------------------------|-----------------|---------------------|----------|-------|--------------------|
| <b>4-Year Graduation Rate (Gr 9-12): Class of 2024</b> |                 |                     |          |       |                    |
| % Graduated                                            | %               | %                   | %        | %     | %                  |
| \$ Graduated                                           | 0               |                     |          |       |                    |
| Total in Class                                         | 0               |                     |          |       |                    |
| <b>5-Year Graduation Rate (Gr 9-12): Class of 2023</b> |                 |                     |          |       |                    |
| % Graduated                                            | %               | %                   | %        | %     | %                  |
| \$ Graduated                                           | 0               |                     |          |       |                    |
| Total in Class                                         | 0               |                     |          |       |                    |
| <b>6-Year Graduation Rate (Gr 9-12): Class of 2022</b> |                 |                     |          |       |                    |
| % Graduated                                            | %               | %                   | %        | %     | %                  |
| \$ Graduated                                           | 0               |                     |          |       |                    |
| Total in Class                                         | 0               |                     |          |       |                    |
| <b>Annual Dropout Rate (Gr 9-12): SY 2023 - 2024</b>   |                 |                     |          |       |                    |
| % Dropped Out                                          | 0.4%            | 0.3%                | 0.9%     | 0.0%  | 0.0%               |
| # Dropped Out                                          | 3               | 1                   | 2        | 0     | 0                  |
| # of Students                                          | 674             | 362                 | 225      | 28    | 5                  |

### Student Learning Strengths

- US History EOC Highest campus Component Score of 57 (A)

94% Approaches/ 59% Meets/ 18% Masters

- TELPAS: 4 out of 4 on indicator points

- Overall growth from 71 to 74

- Increase in students receiving their CCMR indicator

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Due to a high percentage of students not performing at the Meets and Master level on the Algebra 1 STAAR EOC test, Tier 1 instruction must be taught with fidelity and appropriate rigor, to increase performance levels.

**Root Cause:** Students are entering Algebra 1 with identified two-three grade level gaps based on historical performance (8th Grade Math STAAR).

**Problem Statement 2:** Students who are identified as Retesters on STAAR EOC exams are performing significantly lower than first-time test takers in the following areas: Algebra 1, Biology, ELA 1 and ELA 2.

**Root Cause:** Retesters do not have a campus MTSS/Intervention system in place during the school day to provide Tier 2 and Tier 3 supports.

# School Processes & Programs

## School Processes & Programs Summary

- Teachers will implement WICOR strategies campus wide.
- PLC times have been assigned weekly for STAAR EOC teams, in order to allow teachers to collaborate, plan, data dig, and do focus walks.
- STAAR EOC teams are scheduled with the same conference period times to allow for PLCs/planning.
- Department Heads/Guiding Coalition meet monthly to discuss instructional needs of the campus. This year, the team will be participating in a book study "Power of a Positive Team" by Jon Gordon.
- Administrators meet weekly and conduct team calibration classroom walks once a month.
- Administrators complete a minimum of 5 teacher walkthroughs a week. Teachers are provided instant feedback through electronic walkthrough tool.
- Each student is provided a district issued laptop.
- Each classroom is equipped with a district display panel and technology tools for instruction.
- The campus has put systems in place that will ensure a safe learning environment for all students.
- The campus has established a transition duty schedule for staff that is strategically placed on campus to support hall monitoring and the flow of all students in between classes.

## School Processes & Programs Strengths

- All STAAR EOC subjects implement Professional Learning Communities weekly using campus tools and data tools.
- Distribution process for students with laptops is fluent.
- Administrator walkthroughs increase visibility in classrooms for student and teacher support.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers are not provided Professional Learning throughout the year on individualized needs.

**Root Cause:** Time allotments with a small staff including multiple coaches, was a hinderance to scheduling time for Professional Learning.

# Perceptions

## Perceptions Summary

- Parents are offered the opportunity to meet the teachers and administrators at Freshman Orientation. Over the past two years, the attendance for this event has increased yearly.
- The campus has Spanish speaker representation in every department on campus.
- The campus ensured that each staff was strategically placed in a role that would support all students through his/her strengths.
- Campus administration attended job fairs to support the recruitment of all staff and posted frequently vacancies using social media platforms.
- Parent and student survey indicates students feel safe at school.
- Parent overall engagement survey results fell within the Moderate Range in all dimensions.
- Staff overall engagement survey results fell within the Moderate Range in all dimensions.
- Campus has Sunshine Committee with faculty members who meet monthly to plan events of celebration/appreciation for the campus.
- Staff and parents are sent a weekly campus newsletter to communicate all events and expectations.
- Student assemblies are held by grade level each semester.

## Perceptions Strengths

- Campus will start 2025-2026 school year at 100% staffed.
- Staff retention rate for returning staff members over 80%.
- Parent organizations are founded and created within year two of campus opening including: PTO, Athletic Booster Club, Choir Booster Club, Band Booster Club, Flairs Booster Club, Theatre Arts Booster Club.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The campus continues to reach out to parents and community members to build strong relationships that will impact our students and community, including virtual meetings and home visits. In an effort to increase parent engagement, we need to expand opportunities for parents to feel valued and to be contributing members of the school community.

**Root Cause:** We need to increase opportunities for collaboration with parents and community members whether in face-to-face meetings or by electronic means. We need a variety of channels on which to advertise events and increase participation in school activities.

**Problem Statement 2:** Ensuring that all our parents have access to our school-wide activities.

**Root Cause:** Many events are during hours where parents are working and cannot attend.

# Priority Problem Statements

**Problem Statement 1:** Due to a high percentage of STAAR EOC Retesters needing Interventions based on performance levels, there is a need for structured Tier 2 and Tier 3 instruction during the school day.

**Root Cause 1:** Students who did not meet approaches on STAAR EOC exams are not provided interventions during the school day, and many cannot stay after school due to home commitments.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The campus continues to reach out to parents and community members to build strong relationships that will impact our students and community, including virtual meetings and home visits. In an effort to increase parent engagement, we need to expand opportunities for parents to feel valued and to be contributing members of the school community.

**Root Cause 2:** We need to increase opportunities for collaboration with parents and community members whether in face-to-face meetings or by electronic means. We need a variety of channels on which to advertise events and increase participation in school activities.

**Problem Statement 2 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

## 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PCESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

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

# Goals

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 1:** For the class of 2026, the percentage of graduates that meet the criteria for CCMR will increase by 50%.

**Evaluation Data Sources:** CCMR tracking information

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Campus will become a SAT designated site to offer testing on Saturdays.<br><b>Strategy's Expected Result/Impact:</b> Increase availability and opportunities for exams closer to student's residence.<br><b>Staff Responsible for Monitoring:</b> CCRA, Counselors<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments                                                                                | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Oct       | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
| <b>Strategy 2:</b> Teachers will provide instructional tools through upper-level ELA and Math courses to assist students with college ready exams.<br><b>Strategy's Expected Result/Impact:</b> Increase number of students who meet scoring criteria on SAT, TSIA, and ACT exams.<br><b>Staff Responsible for Monitoring:</b> Department Heads, Administrators, CAC<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Oct       | Dec | Feb | June      |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                              |           |     |     |           |



**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 2:** By the end of May 2026, the percentage of students who perform at the Meets and Masters level on the Algebra 1 STAAR EOC exam will increase by 15%.

**Evaluation Data Sources:** Spring 2026 STAAR EOC Exam

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Students in Algebra 1 AAC will take bi-weekly CFAs to monitor academic performance based on Meets and Masters performance standards.<br><b>Strategy's Expected Result/Impact:</b> Increase over component score for Algebra 1<br><b>Staff Responsible for Monitoring:</b> Dept Heads, Math Teachers, Math Administrator<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
| <b>Strategy 2:</b> G/T students and parents will receive monthly updates and opportunities for enrichment opportunities.<br><b>Strategy's Expected Result/Impact:</b> Increased knowledge of enrichment opportunities<br><b>Staff Responsible for Monitoring:</b> G/T Administrator and Counselor                                                                                                                                                                                                                                           | Formative |     |     | Summative |
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| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 3:** By December 2025, 50% of STAAR EOC Algebra 1 retesters will increase their performance rating from did not approach to approaches grade level.

**High Priority**  
**Evaluation Data Sources:** December STAAR EOC scores

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Campus will implement Intervention Bell Schedule twice a week for 30 minutes for retester students, beginning in September 2025.<br><b>Strategy's Expected Result/Impact:</b> Students will received targeted Tier 2 and Tier 3 supports based on previous STAAR performance.<br><b>Staff Responsible for Monitoring:</b> CAC, Dept Heads, Teachers, Administrator<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                   |           |     |     |           |

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 4:** By December 2025, 50% of STAAR EOC ELA 1 retesters will increase their performance rating from did not approach to approaches grade level.

**High Priority**

**Evaluation Data Sources:** December STAAR EOC scores

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Campus will implement Intervention Bell Schedule twice a week for 30 minutes for retester students, beginning in September 2025.<br><b>Strategy's Expected Result/Impact:</b> Students will received targeted Tier 2 and Tier 3 supports based on previous STAAR performance.<br><b>Staff Responsible for Monitoring:</b> CAC, Dept Heads, Teachers, Administrator<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 2:</b> EB students will participate in a TELPAS Talk prior to TELPAS administration to practice test format in current platform.<br><b>Strategy's Expected Result/Impact:</b> Maintenance in current school performance on TELPAS<br><b>Staff Responsible for Monitoring:</b> Administrator, EL Compliance Aide, ESL Teacher<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments                                                                                                              | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                            |           |     |     |           |

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 5:** By December 2025, 50% of STAAR EOC ELA 2 retesters will increase their performance rating from did not approach to approaches grade level.

**High Priority**  
**Evaluation Data Sources:** December STAAR EOC scores

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Campus will implement Intervention Bell Schedule twice a week for 30 minutes for retester students, beginning in September 2025.<br><b>Strategy's Expected Result/Impact:</b> Students will received targeted Tier 2 and Tier 3 supports based on previous STAAR performance.<br><b>Staff Responsible for Monitoring:</b> CAC, Dept Heads, Teachers, Administrator<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                   |           |     |     |           |

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 1:** By May 2026, we will increase overall staff satisfaction by 10% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.

**Evaluation Data Sources:** Stakeholder participation rates, Survey results

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Sunshine Faculty Fund will implement monthly events to increase staff participation and team collaboration.<br><b>Strategy's Expected Result/Impact:</b> Increase of positive morale, staff satisfaction, and attendance.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>         |           |     |     |           |

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 2:** By May 2026, we will increase overall secondary student engagement by 10% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.

**Evaluation Data Sources:** Stakeholder participation rates, Survey results

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Principal will create and implement monthly student meetings with Principal's Student Advisory.<br><b>Strategy's Expected Result/Impact:</b> Increase of student morale, student involvement<br><b>Staff Responsible for Monitoring:</b> Administrators, Student Activity Sponsors, Coaches<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 2:</b> Student Council and other student groups will host events for Red-Ribbon Week, No Place for Hate activities, and See-Something Say Something weeks.<br><b>Strategy's Expected Result/Impact:</b> Encourage students to possess good character traits aligned with campus expectations.<br><b>Staff Responsible for Monitoring:</b> Counselors, Group Sponsors<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture        | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 3:</b> Information about campus food and nutrition programs will be sent out to families and the community by using a variety of techniques (emails, Schoology, School Announcements, etc)<br><b>Strategy's Expected Result/Impact:</b> Encourage health and wellness decisions regarding food choices.<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture          | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Campus attendance committee will meet every 6 weeks to review student's attendance and hold conferences for students at-risk of dropping out based on attendance.<br><b>Strategy's Expected Result/Impact:</b> Prevent students from dropping out<br><b>Staff Responsible for Monitoring:</b> Attendance Clerk, Administrators, PEIMS Specialist, Truancy Officer, Counselors, Members of attendance committee<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture | Formative |     |     | Summative |
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**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 3:** By May 2026, we will increase parent satisfaction with by 5% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey

**Evaluation Data Sources:** Stakeholder participation rates, Survey results

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
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| <b>Strategy 1:</b> School will implement and host parent events once per semester to allow parents to voice concerns with campus administration.<br><b>Strategy's Expected Result/Impact:</b> Increase parent voice<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture                                                                                                  | Formative |     |     | Summative |
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**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 1:** By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.

**Evaluation Data Sources:** Monthly budget reports, CPAC minutes incl. discussion of budgeted items, etc.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Principal will meet with executive assistant and bookkeeper monthly to review budget statements.<br><b>Strategy's Expected Result/Impact:</b> Ensure money is used efficiently for students<br><b>Staff Responsible for Monitoring:</b> Campus Principal, Executive Assistant, Bookkeeper<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning                                                             | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |           |     |     |           |