

**Fort Bend CBAS**

**Almeta Crawford High School**

**2024-2025 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Crawford High School is Fort Bend ISD's 12th and newest high school, and it opened on August 9, 2023, to grades nine and ten. It was built from the 2018 Bond as a relief to ever-increasing enrollment at Ridge Point HS, which was the most recent high school to open, which it did in 2010. The 2024-25 school year will be the second year of the school's existence, and the school will serve grades 9, 10, and 11.

Anticipated Demographic Data (as of 6.20.24)

Category	Number	Percent of Total
Grade 9	321	32.3%
Grade 10	364	36.6%
Grade 11	310	31.2%
<b>Total Students</b>	<b>995</b>	100.0%
Projected Enrollment (PASA)	1022	-
Female	331	33.3%
Male	343	34.5%
Hispanic/Latino	343	34.5%
American Indian/Alaskan Native	38	3.8%
Asian	70	7.0%
Black/African American	525	52.8%
Native Hawaiian/Pacific Islander	2	0.2%
White	125	12.6%
Two-or-More	32	3.2%
Dyslexia	43	4.3%
Gifted	10	1.0%
Section 504	79	7.9%

Category	Number	Percent of Total
SPED	147	14.8%
Emergent Bilingual (EB)	188	18.9%
ESL	168	16.9%
Eco Dis	681	68.4%
Homeless	14	1.4%

### Demographics Strengths

The demographics of Almeta Crawford High School reflect the diversity that makes up our school district, though not in the same proportions. Our strength lies in the opportunities to impact our community in positive and lasting way.

# Student Learning

## Student Learning Summary

Opportunities and areas of focus:

- English 1 and English 2 EOC - Based on feedback from students and reviewing data, students need to be aware of writing the essay and how much it impacts their assessment. Increase overall performance scores in Meets and Masters.
- Algebra I – Increasing overall performance scores in all three areas (Approaches, Meets, and Masters).
- CCMR - Focus on increasing more opportunities for students to be Career/College Ready through Dual Credit, AP courses, CTE, and TSIA/SAT/ACT.

## STAAR EOC and STAAR Grade 8 Data from 2023-24

SPRING 2024 STAAR EOC DATA				
*Note that these charts represent ALL students (first time testers and retesters)				
Totals are more than 100% because APPR includes MEETS and MASTERS, and MEETS includes MASTERS				
ALGEBRA I EOC	DNM	APPR	MEETS	MASTERS
ALL	34%	66%	20%	5%
HISP/LAT	32%	68%	21%	4%
AMER IND	-	-	-	-
ASIAN	33%	67%	11%	11%
BLACK/AA	36%	64%	20%	6%
HAWAIIAN/PACIFIC	-	-	-	-
WHITE	23%	77%	8%	0%
TWO OR MORE	40%	60%	20%	10%
ECO DIS	35%	65%	18%	4%
EMERG BILINGUAL	37%	63%	18%	5%
ESL	40%	60%	13%	2%
SPED	60%	40%	6%	0%
SECTION 504	46%	54%	8%	0%

SPRING 2024 STAAR EOC DATA				
BIOLOGY	DNM	APPR	MEETS	MASTERS
ALL	13%	87%	41%	7%
HISP/LAT	18%	89%	38%	6%
AMER IND	-	-	-	-
ASIAN	0%	100%	67%	20%
BLACK/AA	13%	87%	38%	6%
HAWAIIAN/PACIFIC	-	-	-	-
WHITE	0%	100%	69%	13%
TWO OR MORE	0%	100%	50%	20%
ECO DIS	16%	84%	37%	4%
EMERG BILINGUAL	24%	76%	35%	2%
ESL	27%	73%	33%	2%
SPED	31%	69%	20%	0%
SECTION 504	18%	82%	18%	0%
ENGLISH I	DNM	APPR	MEETS	MASTERS
ALL	35%	65%	50%	12%
HISP/LAT	45%	55%	43%	6%
AMER IND	-	-	-	-
ASIAN	29%	71%	71%	29%
BLACK/AA	31%	69%	51%	13%
HAWAIIAN/PACIFIC	-	-	-	-
WHITE	20%	80%	80%	27%
TWO OR MORE	36%	64%	36%	18%
ECO DIS	42%	58%	41%	8%
EMERG BILINGUAL	51%	49%	34%	6%
ESL	53%	47%	33%	5%

SPRING 2024 STAAR EOC DATA				
SPED	71%	29%	13%	0%
SECTION 504	38%	62%	35%	4%
ENGLISH II	DNM	APPR	MEETS	MASTERS
ALL	24%	76%	54%	6%
HISP/LAT	25%	75%	55%	3%
AMER IND	-	-	-	-
ASIAN	0%	100%	93%	57%
BLACK/AA	27%	73%	50%	2%
HAWAIIAN/PACIFIC	-	-	-	-
WHITE	23%	77%	62%	15%
TWO OR MORE	10%	90%	40%	10%
ECO DIS	29%	71%	48%	3%
EMERG BILINGUAL	38%	63%	36%	4%
ESL	39%	61%	37%	4%
SPED	56%	44%	20%	0%
SECTION 504	38%	63%	25%	8%

Incoming Freshman EOC				
Column1	DNM	APPR	MEETS	MASTERS
Algebra I	1	7	16	16
Biology			1	

Incoming Freshman STAAR 8					
Column1	DNM	APPR	MEETS	MASTERS	NO TEST
Grade 8 Math English	47.7%	34.1%	15.4%	2.5%	0.4%
Grade 8 RLA English	24.1%	27.3%	26.6%	21.3%	0.6%
Grade 8 Science English	35.5%	33.6%	2169.8%	7.9%	1.3%
Grade 8 Social Studies English	46.1%	28.5%	13.2%	11.3%	0.9%

### Student Learning Strengths

Strengths:

- English I EOC showed improvement over grade 8 RLA STAAR. Number of students meeting grade level standard doubled from 71 in grade 8 to 133 in grade 9.
- English II EOC – went from 135 students meeting/mastering English I to 160 students meeting/mastering English II.
- Algebra I EOC – of the 2027 cohort, only 5 students mastered 8<sup>th</sup> grade STAAR Math, but 16 students mastered Algebra I EOC.
- We are focused on increasing the number of advanced courses available to students to sign up for (dual credit and OnRamps)



# School Processes & Programs

## School Processes & Programs Summary

### Curriculum & instruction:

Core content areas have a detailed, TEKS/ELPS aligned curriculum written by the district and accessible to all teachers in the Schoology learning management platform and Microsoft OneNote notebooks. The curriculum documents address vertical alignment, provide suggestions for strategies and assessment, including sample items, and have embedded lessons.

Teachers are provided with common planning time to allow for lesson development and data disaggregation by each team PLC. They are expected to meet formally at least once per week for planning and data analysis, and on designated district professional learning days. Both summative and formative assessment data is used to identify needs.

The administrative team of four is charged with visiting 5 teacher's classrooms, for approximately 5-10 minutes weekly. Additionally, to conduct T-TESS walkthroughs and observations. District administrators work with campus administrators to implement learning walks where they collect data to track progress of district and campus focus goals over time. This year, the campus is focusing on Writing and Student Collaboration.

### Personnel:

For the 2024-2025 school year there are approximately 45 teachers at ACHS. The staff is a mix of seasoned veterans, and others with less experience. We have a one first-year teacher, and a couple District of Innovation hires in the World Languages Department. The year began with a few vacancies (special education paraprofessionals), but they are actively being filled. As of September 2024, the campus only has 1 vacancy.

### Organizational:

Campus CIP goals align with the district goals and are based on data from a variety of sources including academic performance, faculty surveys, and observations. Our intention is that goals are shared with the faculty and planning occurs around them. Progress toward reaching these goals is monitored based on classroom visits, PLC conversations, formative assessment scores, lesson plans, and accommodation logs.

### Administrative:

Duties are divided out between four administrators. Each administrator (excluding the principal) is assigned a group of students based on an alpha split. They are also assigned to oversee specific departments. The administrative team is on duty in the halls every morning and between classes, lunch duty, and extracurricular events. The administrative team meets once weekly in a formal setting. Three counselors are assigned to oversee students based on an alpha split.

Department Heads, Lead Counselor, AVID Coordinator, Athletic Coordinators, CAC and administrators meet monthly, as well.

## Professional Learning and Quality Staff

All ACHS staff whose roles require certification are certified through SBEC or are undergoing the certification process with an alternative certification program (ACP) to obtain their certification within a year. Every teacher at ACHS is highly qualified.

Our challenge, however, was in hiring enough inclusion aides. This was a problem not only at ACHS last year but also across the district. Many of our students did not get their required inclusion minutes in various content areas, which affected their outcomes. This, in turn, affected the outcomes for some of our students on STAAR EOC. During the summer of 2024, we are on track to have those positions filled for the 2024-25 school year.

## **Staff Accomplishments**

With more than 50 faculty on campus, many were honored throughout the year for their achievements.

### **Teacher of the Year**

- Our deserving TOY finalists were Dexter Addison (AVID), Nicole Johnson (math) and Emily Wendt (dance), with Wendt earning the honor of the first-ever Crawford High School Teacher of the Year.

### **Phi Beta Mu**

- Band director Jason Finnels was honored with a membership to Phi Beta Mu, the International Bandmasters Fraternity.

### **Lone Star School Counselor**

- Counselor Monet Newsome was recognized by the Lone Star State School Counselor Association as a Counselor of the Year nominee.

### **HAABSE Teacher of the Year**

- AVID instructor Dexter Addison was recognized as the Crawford HAABSE Teacher of the Year.

### **Fort Bend Education Foundation Grant Recipients**

- English teacher Tilford Myers and baseball coach/SPED teacher TJ Tejada were awarded grants from the Fort Bend Education Foundation. Myers received \$4970 for his Reading for Success program, and Tejada received \$4983 for his Building the Baseball and Softball Community program.
- English Teacher/Softball Coach Sammantha Jackson also was awarded a grant from the Fort Bend Education Foundation.

## **School Processes & Programs Strengths**

We believe we are developing a strong culture centered around student success and student voice. Due to our beliefs that problems are best solved by those that are closest to them and that we involve people in the decisions that affect them, we endeavor to include our stakeholders in key decisions. Our staff is working with student groups to do things such as:

- write the lyrics to our school fight song
- organize events and a student town hall sponsored by Student VOICES
- create and establish more student groups

Student clubs and organizations will become a vital component in the overall student experience at ACHS. Soliciting staff sponsors for clubs and organizations has been our first task, and we look forward to launching clubs and organizations over time.

## **ART**

- Houston Livestock Show and Rodeo-Best of Show Special Education Division

- Houston Livestock Show and Rodeo-Scholarship to the Western School of Art
- FBISD Rodeo Art Show-3 Best of Show in Special Education Division

## **BAND**

### **Marching Band**

- USBands – **2<sup>nd</sup> Place Overall and Best in Class – Visual**

### **Color Guard**

- Texas Color Guard Circuit – **Morton Ranch Competition – 2<sup>nd</sup> Place**
- Texas Color Guard Circuit – **Angleton Competition – 2<sup>nd</sup> Place**
- Texas Color Guard Circuit – **C.E. King Competition – 5<sup>th</sup> Place**

### **Wind Ensemble**

- TMEA All-Region – **4 Students made the All-Region Band**
- TMEA All-Region – **1 Student Advanced to 5A Area – Alternate to the TMEA All-State Band**
- UIL Solo and Ensemble – **15 First Division Medals**
- UIL Solo and Ensemble – **1 Student Advanced to the UIL State Solo and Ensemble Contest**
- UIL Concert and Sightreading - **Sweepstakes – All SUPERIOR Ratings from Six Judges**
- Community Performance - **Performed the National Anthem for the Sugar Land Space Cowboys**
- TMEA 4A Honor Band Competition – **Region Finalist and Advanced to Area**

## **CHOIR**

- **TMEA Region/All-State Process**
- 2x TMEA Region XIII SSC Members
- 2x TMEA Area S Qualifiers
- 66% of Crawford Choir Auditionees advanced to Area Auditions
- **UIL Solo & Ensemble**
- 2x 1<sup>st</sup> Division (Superior) Solos - Class III
- 1x 1<sup>st</sup> Division (Superior) Ensemble - Class III (4 Members)
- 1x 2<sup>nd</sup> Division (Excellent) Solo - Class III
- ~25% of Program Participated in UIL Solo & Ensemble
- 100% of Students Received 1<sup>st</sup> or 2<sup>nd</sup> Division Ratings in their Class.
- **UIL Concert & Sight Reading**
- 1<sup>st</sup> Division (Superior) Ratings from all Judges (Sweepstakes Award) for 4A NV Treble Choir
- 2<sup>nd</sup> Division (Excellent) Ratings (in both Categories) for 4A NV Tenor Bass Choir
- **General Highlights**
- Hosted FBISD MS Pre-UIL Choir Festival
- Hosted FBISD 6<sup>th</sup> Grade Festival
- Hosted Region XIII MS Honor Choir Clinic & Concert
- Strong Collaboration with Middle School Feeders (RTMS & BMS) & combined performances.
- Organized a Canned Food Drive for Local Food Pantry in Rosharon, TX.

## **DANCE**

### **Flairs Dance Team**

- Inaugural Katy ISD Invitational - **Division 1 Rating**
- Crowd Pleasers Clear Lake Novice Team Grand Champion

1. **1<sup>st</sup> Place Hip Hop**
2. **1<sup>st</sup> Place Jazz**
3. **1<sup>st</sup> Place Pom**
4. **Academic Excellence Award**
5. **Novice Team Grand Champion**

- Crowd Pleasers Clear Springs Novice Team Grand Champion

1. **1<sup>st</sup> Place Hip Hop**
2. **1<sup>st</sup> Place Jazz**
3. **1<sup>st</sup> Place Pom**
4. **Academic Excellence Award**
5. **Crowd Pleaser Award**
6. **Novice Team Grand Champion**

### **Dance Class**

DEAL Assessment - **Division 1 Rating (Dance Educators Assessment of Learning)**

## **ORCHESTRA**

### **TMEA ALL-STATE PROCESS**

- 1 STUDENT MADE REGION 13 PHILHARMONIC ORCHESTRA
- 1 STUDENT ADVANCED TO PRE-AREA AUDITIONS

### **SINFONIA ORCHESTRA**

- **PARTICIPATED IN THE TMEA HONOR ORCHESTRA RECORDING CONCERT AT HOUSTON CHRISTIAN UNIVERSITY**
- **PRESENTED THEIR FIRST ORCHESTRA CONCERT SEASON OF SIX CONCERTS!**
- **HOSTED THREE UIL/TMEA EVENTS:**

1. REGION 13 MS ORCHESTRA CLINIC AND CONCERT
2. FBISD MS NV ORCHESTRA PRE-UIL
3. UIL MS NV ORCHESTRA CONCERT AND SIGHTREADING

- **PARTICIPATED IN UIL REGION 13 SOLO AND ENSEMBLE CONTEST**

1. 10 STUDENTS PARTICIPATED IN THIS CONTEST

2. 2 STUDENTS EARNED A 1<sup>ST</sup> DIVISION BROZE MEDALS ON A CLASS III SOLO
3. 4 STUDENTS EARNED A 1<sup>ST</sup> DIVISION SILVER MEDAL ON A CLASS II SOLO
4. 1 STUDENT EARNED A 1<sup>ST</sup> DIVISION GOLD MEDAL ON A CLASS I SOLO
5. **70% OF STUDENTS EARNED A 1<sup>ST</sup> DIVISION MEDAL IN THEIR CLASS**
6. **100% OF STUDENTS EARNED A 1<sup>ST</sup> OR 2<sup>ND</sup> DIVISION IN THEIR CLASS**

• **COMPETED AT THE UIL REGION 13 ORCHESTRA VARSITY CONCERT AND SIGHTREADING CONTEST**

1. EARNED A UNANIMOUS 1<sup>ST</sup> DIVISION FROM ALL SIX JUDGES, EARNING THE COVETED “SWEEPSTAKES” TROPHY!
2. STUDENTS PERFORMED AS A **4A VARSITY** GROUP IN THEIR FIRST YEAR OF EXISTENCE

## **THEATRE**

### **Texas Thespian Convention/Competition**

Received Superior ratings which qualified them to compete at the National Convention in Bloomington, Indiana this coming June.

- Jenova Tran - Solo Musical
- Mikaela Taylor - Stage Management

### **UIL One Act Play Competition**

- Alternate to District
- Caitlyn Reyes - All Star Cast
- Jenova Tran - Honorable Mention All Star Cast
- Zoe Merchant - Honorable Mention All Star Cast
- Zaiyanah Lloyd - Outstanding Crew Member

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Ensuring that all student groups can solicit a sponsor to support them. **Root Cause:** Still growing with staff member numbers, many staff members are coaches which impedes in time to want to volunteer for student groups/organizations.

# Perceptions

## Perceptions Summary

Based on student, parent, and staff feedback, the focus for ACHS this year was to get an increase in community involvement. The campus has held several events opening the doors to parents starting in July to allow for parents and students to become familiar with ACHS and the Crawford campus.

In going through multiple protocols reviewing data, clear patterns emerged, and they are related to Pillar 7 of CBAS, Safety and Well-Being. Staff and parent surveys conducted in spring 2024 revealed data that demonstrates we may not have lived up to the expectation in this area as well as we should have.

## Opportunities and Challenges

The campus had some discipline struggles during 2023-24 school year. The limited number of staff took every opportunity to follow the district code of conduct. During the Spring Semester, the campus did eventually get our feet underneath us and were able to quell most of the undesirable behaviors. The SEL department, led by Ashley Moore, installed themselves on campus and provided an invaluable service to both be visible and also to establish relationships with students, further aiding us in alleviating bad behaviors.

A potential strategy would be for the campus to implement a method of communication to ensure that parents are notified of all discipline referrals and consequences. AP secretaries will be responsible for printing the referral and mailing it via US Mail to the student’s home.

According to the parent/staff survey, 74% of staff agree/strongly agree with the statements in the staff survey related to safety and behavior. Both parents and staff members have the perception that discipline is not enforced fairly. With the discrepancy between parents and staff perception of safety on our campus, we see an opportunity to further educate our parent stakeholders of our procedures.

## Parent Survey High Points

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I am kept informed about my child's grades and academic progress.	86%	Academic Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	82%	Student Support
School leaders clearly communicate the school's mission, vision, and goals.	82%	School Leadership
I feel welcome in my child's school.	82%	Family Involvement
This school has high learning standards for all students.	80%	Academic Support

Parent Survey Areas of Opportunity

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Staff members and students treat each other with respect.	44%	Safety and Behavior
I am informed about community organizations that support students at this school.	41%	Student Support
Parents are kept informed about what their child is learning in school.	40%	Academic Support
My child is excited to go to school.	38%	Student Support
I am satisfied with the level of community involvement in my child's school.	38%	Family Involvement

#### Staff Survey Areas of Strength

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I am aware of safety and security procedures at this school.	97%	Safety and Behavior
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	94%	Student Support
This school respects and values input provided by families.	90%	Family Involvement
Students take an interest in the extracurricular activities and programs, including fine arts, athletics, or clubs/organizations at this school.	87%	Academic Support
All school staff members are aware of the safety and security procedures.	87%	Safety and Behavior

#### Staff Survey Areas of Opportunity and Growth

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Discipline is enforced consistently for all students.	60%	Safety and Behavior
Students are excited to go to school.	45%	Student Support
Staff members and students treat each other with respect.	39%	Safety and Behavior
This school is safe.	35%	Safety and Behavior
Educators usually talk positively about students in the staff areas.	35%	Student Support

## Culture

- Newcoming
- Pep Rally
- Student Council

## Opportunities/Unfinished business:

- Words to fight song
- What does it mean to be a Crawford Charger? (or, what does a Crawford Charger do? (Chargers Own It – came from stakeholder meeting in spring 2024)s
- Hold “Commitment to Graduate” ceremonies
- Planning for Senior Year (senior package for class of 2026)

## Community Partnerships

- FBISD Mentor Program - ACHS currently has 10 community members signed up to volunteer as tutors.
- PTO Volunteer Committee
- AVID Guest Speakers - Every Friday AVID students hear a guest speaker from the community from various career pathways.
- Decals with Dads - Athletic Events
- Student Athletes Welcoming Students Program - Students welcome students at Heritage Rose Elementary one Friday a month.

## Perceptions Strengths

In year two, our community remains excited about the ongoing work to build ACHS into a vibrant place for learning and relationships. They know that not everything can be accomplished in a short time frame. There is an opportunity-rich environment for all stakeholders to have a voice in what ACHS becomes, the traditions it establishes, and much,



much more.

## **Community Engagement**

Booster organizations, like All-Sports Organization, Band Boosters, etc. were extremely helpful at many events (games, concessions, contests, etc.).

The use of Talking Points, an opt-out messaging platform that allowed parents to communicate with teachers and staff in their home language (two-way automated translation) was a crucial and successful component of school/home communication. Because it sends messages to parents via text, it allowed us much more engagement than calls and emails through Blackboard, though we also still use Blackboard Messenger and Skyward Message Center.

## **Culture**

Newcoming - Without alumni yet to return home, ACHS celebrated Newcoming in fall 2023. In future years we will commemorate Becoming and then Homecoming, when our current sophomores will be seniors. Students and their families participated in various events throughout the week.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Incidents involving insubordination, fighting/mutual combat, disruptive behavior, inappropriate physical contact, profanity, etc., have a palpable impact on the morale of students and staff and negatively affect perceptions within the community about the campus. **Root Cause:** A strong PBIS system was not established from the start, and we were behind throughout the year, building the plane in midair.

**Problem Statement 2:** Although parents feel welcome at ACHS, there is clear evidence from the parent survey of parent dissatisfaction about the level of community involvement at the campus. This shows up in two key ways. First, the small number of parents who completed the survey (only 35) but also in that only 38% of the respondents indicated they are satisfied with community involvement in the school. **Root Cause:** Perhaps people were not given clear and concise direction or opportunities to "plug in" at school, even in small, informal ways

# Priority Problem Statements

**Problem Statement 1:** Ensuring that all student groups can solicit a sponsor to support them.

**Root Cause 1:** Still growing with staff member numbers, many staff members are coaches which impedes in time to want to volunteer for student groups/organizations.

**Problem Statement 1 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- RDA 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

## 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

#### **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
- Other additional 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:** Maintain

System Response 1 Details	Reviews			
<b>System Response 1:</b> By May 2025, through effective lesson planning, professional learning communities, and use of the prescribed instructional model in the district curriculum, teachers will increase the TEKS alignment and rigor of instruction in their daily teaching practices.  <b>Indicators of Success:</b> Evidence through ACHS Campus Walkthroughs PLC Minutes and Documentation including Agenda, Activities, Evidence of Student Work Analysis <b>Staff Responsible:</b> Administrators CAC Department Heads	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<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:** Teachers will meet for PLCs weekly for STAAR EOC Content; every two weeks for non STAAR EOC Content.

- Intended Audience:** Teachers  
**Provider / Presenter / Person Responsible:** Team Leaders  
Department Heads  
**Date(s) / Timeframe:** September 2024 - May 2025

**Collaborating Departments:** All

**Delivery Method:** Documents/minutes loaded into Schoology.

**Staff Responsible:** Administrators

CAC

Department Heads

Team Leaders

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- Targeted Support Strategy - Additional Targeted Support Strategy - Equity Plan

**Strategy 2:** Administrators will complete a minimum of five classroom walkthroughs weekly in addition to T-TESS walkthroughs to collect data and trends for instruction on the campus.

**Intended Audience:** Teachers

**Provider / Presenter / Person Responsible:** Administrators

**Date(s) / Timeframe:** August 2024 - May 2025

**Collaborating Departments:** All

**Delivery Method:** Microsoft Forms

**Staff Responsible:** Administrators

CAC

**TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

- Targeted Support Strategy

**Strategy 3:** Campus will provide recognition for students who reach Masters on their EOC test and AP exams.

**Intended Audience:** Students

**Provider / Presenter / Person Responsible:** Campus Staff

**Date(s) / Timeframe:** January 2025

May 2025

**Collaborating Departments:** All

**Delivery Method:** Campus Announcements

Mailouts

**Staff Responsible:** All Staff

**TEA Priorities:**

Connect high school to career and college

**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)?

**Initial Status:** Major Change



**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)?

**Initial Status:** Major Change

System Response 1 Details	Reviews			
<b>System Response 1:</b> Teachers will incorporate student discourse and discussion in their lesson plans and weekly instruction. <b>Indicators of Success:</b> Walkthrough Data Lesson Plans <b>Staff Responsible:</b> Administrators CAC Department Heads Team Leaders	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<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></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Strategy 1:** Teachers will utilize new lesson plan template including "WICOR" AVID strategies. The C stands for "Collaboration", and will indicate what student collaboration is occurring weekly in their instruction.

- Intended Audience:** Teachers (Lesson Plans)  
Students (Instruction)
- Provider / Presenter / Person Responsible:** Administrator  
Department Heads  
AVID Coordinator  
Team Leader
- Date(s) / Timeframe:** September 2024 - May 2025
- Collaborating Departments:** AVID and other contents
- Delivery Method:** Microsoft Forms

Schoolology

**Staff Responsible:** Teachers

Administrators

Department Heads

Team Leaders

**TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**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?

**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?

**Initial Status:** Maintain

System Response 1 Details	Reviews			
System Response 1: By May 2025, Crawford HS will improve campus-wide behavioral support systems to promote safety and well-being through campus and classroom level PBIS structures as evidenced in the indicators of success.	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<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:** Transition duty schedule to assist in common areas during passing periods.

**Intended Audience:** Staff

**Provider / Presenter / Person Responsible:** Assistant Principal

**Date(s) / Timeframe:** August 2024-May 2025

**Collaborating Departments:** All Staff  
PBIS Team  
CBC

**Delivery Method:** Email

**Staff Responsible:** All Staff

**TEA Priorities:**  
Recruit, support, retain teachers and principals

**Strategy 2:** Students will receive Perfect Attendance Rewards, No Office Referral incentives, and Student of the Month awards.

**Intended Audience:** Students

**Provider / Presenter / Person Responsible:** Staff Nominations  
ADA Clerk  
Principal  
Associate Principal

**Date(s) / Timeframe:** Quarterly August 2024-May2025 - Perfect Attendance, No Office Referrals  
Monthly September 2024 - May 2025 - Student of the Month

**Collaborating Departments:** All Staff

**Delivery Method:** Email/Microsoft Forms Nominations  
Delivered to students at lunches

**Staff Responsible:** Principal  
Associate Principal  
ADA Clerk

**TEA Priorities:**  
Recruit, support, retain teachers and principals

**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?

**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?

**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?

System Response 1 Details	Reviews			
<b>System Response 1:</b> By May 2025, ACHS will have 100% hiring rate of all staff members. <b>Indicators of Success:</b> 100% staff throughout the entire school year <b>Staff Responsible:</b> Administrators Dept Heads	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<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></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Strategy 1:** Team Leaders and Dept Heads will receive leadership training each month through Dept Head meetings and Campus PD days.

**Intended Audience:** Dept Heads  
Team Leaders

**Provider / Presenter / Person Responsible:** Administrators  
CAC

**Date(s) / Timeframe:** September 2024 - May 2025

**Collaborating Departments:** All Departments

**Delivery Method:** Professional Development

**Staff Responsible:** Administrators  
CAC

**TEA Priorities:**  
Recruit, support, retain teachers and principals, Improve low-performing schools

**Strategy 2:** Sunshine Committee will host monthly events to allow for staff support, fellowship, and improved morale among staff.

**Intended Audience:** Staff Members

**Provider / Presenter / Person Responsible:** Sunshine Committee Members  
PTO

**Date(s) / Timeframe:** August 2024 - May 2025

**Collaborating Departments:** All Departments

PTO

CPAC

**Delivery Method:** Various

**Staff Responsible:** Sunshine Committee Members

Administrators

**TEA Priorities:**

Recruit, support, retain teachers and principals

**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:** Maintain

System Response 1 Details	Reviews			
System Response 1: By May 2025, Crawford High School will improve community engagement through parent and community partnerships as evidenced in the indicators of success.	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<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></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Strategy 1:** By working with the parents and community members, ACHS will have a PTO founded by the end of 2024-2025 school year. PTO will meet once a month to provide support to the campus through parent volunteers.

**Intended Audience:** Staff  
Students

**Provider / Presenter / Person Responsible:** Principal  
CPAC members  
Parents

**Date(s) / Timeframe:** September 2024-May 2025

**Collaborating Departments:** All Staff

**Delivery Method:** Email  
Meetings Monthly

**Staff Responsible:** Principal  
CAC  
Counseling Department  
Administrators

**TEA Priorities:**  
Recruit, support, retain teachers and principals, Improve low-performing schools

**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?

System Response 1 Details	Reviews			
<b>System Response 1:</b> By May 2025, ACHS will have created a campus-wide system of financial accountability for student activities and State Comp spending. <b>Indicators of Success:</b> Proper paperwork will be submitted and approved at a 95% accuracy rate. <b>Staff Responsible:</b> Principal Executive Assistant Bookkeeper Student Group Sponsors	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<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></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Strategy 1:** ACHS sponsors and teachers will submit required paperwork for funding in a timely and accurate manner.

**Intended Audience:** Student Group Sponsors  
Teachers

**Provider / Presenter / Person Responsible:** Principal  
Executive Assistant  
Bookkeeper  
Student Group Sponsors

**Date(s) / Timeframe:** August 2024 - May 2025

**Collaborating Departments:** All Departments

**Delivery Method:** Electronic (Email/Microsoft TEAMS)

**Staff Responsible:** Principal  
Executive Assistant  
Bookkeeper  
Student Group Sponsors

**Strategy 2:** ACHS organizations and campus will increase resources through collaboration with PTO, Booster Clubs, and other entities.

**Intended Audience:** Student Groups  
Campus Faculty Fund

**Provider / Presenter / Person Responsible:** Administrators  
Student Group Sponsors  
Bookkeeper  
Executive Assistant

**Date(s) / Timeframe:** August 2024 - May 2025

**Collaborating Departments:** All Departments

**Delivery Method:** Electronic

**Staff Responsible:** Administrators  
Student Group Sponsors  
Bookkeeper  
Executive Assistant

**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?

# Targeted Support System Responses

Goal	Key Question	System Response	Strategy	Description
1	1	1	1	Teachers will meet for PLCs weekly for STAAR EOC Content; every two weeks for non STAAR EOC Content.
1	1	1	2	Administrators will complete a minimum of five classroom walkthroughs weekly in addition to T-TESS walkthroughs to collect data and trends for instruction on the campus.

# Additional Targeted Support System Responses

Goal	Key Question	System Response	Strategy	Description
1	1	1	1	Teachers will meet for PLCs weekly for STAAR EOC Content; every two weeks for non STAAR EOC Content.

# State Compensatory

## Budget for Almeta Crawford High School

**Total SCE Funds:** \$12,800.00

**Total FTEs Funded by SCE:** 0

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

The \$12,800 in state compensatory funding is divided into two buckets. \$8,000 is allotted for transportation, and the remaining amount, \$4,800, is designed for materials and supplemental pay to implement interventions and other strategies related to serving students who are at risk or who are determined to need compensatory education time due to not meeting required minutes/time for agreed upon special education or 504 services. Our plan for SCE funding includes funding tutorial buses at least twice a week to help students get home after hours from tutorial sessions and/or any HB4545/HB1416 accelerated instruction requirements, as well as supplemental pay for teachers who conduct these accelerated instruction sessions, however and whenever they occur. The funding may also support a modest amount of snacks and refreshments for students because of how late they would be staying after school.

# Campus Planning Advisory Committee

Committee Role	Name	Position
Community Member Representative	Shell McClue	Community Member Representative
Classroom Teacher	Jared Dees	Choir Teacher
Classroom Teacher	Robin Cox	ELA Teacher
Non-classroom Professional	Monet Newsome	Lead Counselor
Parent	Paulette Pradia	Parent
Business Representative	Chantelle Parker	Business Representative
Parent	Anton Arnett	Parent
Classroom Teacher	Vivian Cook	ELA Teacher
Classroom Teacher	Amy Ackman	Special Education Teacher (SAILS)
District-level Professional	Pilar Westbrook	Executive Director / SEL
District-level Professional	Deidra Lyons-Lewis	Executive Director
Non-classroom Professional	Dejah Walea	CCRA
Administrator	Tanja Dutton	Campus Assessment Coordinator
Administrator	DeAndria Brigham	Associate Principal
Administrator	Amber Grady	Principal