

Lamar Consolidated Independent School District

Fulshear High School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Fulshear High School is preparing every student to compete in a global society through a premium educational experience, technology enrichment, and strong community partnerships.

Vision

Fulshear High School will be a school of choice as we pursue educational excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fulshear High School is located in the fast-growth town of Fulshear, Texas. CFHS opened for its inaugural year in Fall 2016.

The campus was named after Churchill Fulshear, Jr. The Fulshear family was one of the original 300 families to settle in Texas. Churchill Fulshear, Jr. fought in the Texas War for independence against Mexico. He was also present during General Santa Anna's surrender. He helped to bring progress to the area by donating land to allow the railroad to bring service through the area. The last family member moved away from Fulshear in 1937, but their legacy remains strong in the area. As is evident by our mascot choice, Churchill Fulshear, Jr. loved horses, especially race horses. He built a horse track called Churchill Downs in Fort Bend. He was fiercely independent and a true Texan. We are proud to be named after such a strong figure in Fulshear's history.

Mission: Fulshear High School is preparing every student to compete in a global society through a premium educational experience, technology enrichment, and strong community partnerships.

Vision: Fulshear High School will be a school of choice as we pursue educational excellence. -- Once a Charger, Always a Charger #ChargedUp

The class of 2022 was the fourth graduating class of Fulshear High School. Our student population has grown extensively over the course of the last 7 years. The CFHS population began at less than 400 students and enrollment is currently 2472. This exponential growth has influenced our campus demographics each year. Also, as a fast-growth campus, we add at least 20 staff members new to our campus each school year.

Student information by demographic and instructional program

African American	19.9%
Hispanic	25.8%
White	42.5%
American Indian	0.2%
Asian	8.2%
Pacific Islander	0.2%
Two or more races	3.1%
Economically Disadvantaged	28.3%
English Learners (EL)	6.8%
Special Education	7.6%

Staff Demographics - 30.6% minority staff

Teacher demographics

African American 15.6%

Hispanic 12.8%

White 69.4%

Male 42.4%

Female 57.6%

Bachelor's degree 56%

Master's degree 41.8%

Doctorate 2.2%

The EL population in our attendance zone is the fastest growing EL population in the district.

Demographics Strengths

Cited from the latest Accountability report for Fulshear High School, Fulshear's attendance rate for students consistently reports at 98.4%. Additionally, more than 60% of Fulshear High School students participate in AP or Dual Credit programs. There has been a multi-year focus on equitable representation in advanced academic classes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All core teams have added new teachers. There is a need to allow these teams time to plan and structure their PLCs. **Root Cause:** Fast-growth of the student population affects staffing needs

Problem Statement 2: In 2021-2022, we continued to experience the lingering effects of the Covid-19 pandemic. **Root Cause:** COVID-19 pandemic and its effect on students, their families, and our community socially, emotionally and academically.

Problem Statement 3: The EL population in our attendance zone is the fastest growing EL population in the district. Students in this demographic have language acquisition needs. The LPAC committee continuously meets to discuss students new to the campus and new to the country and their needs. **Root Cause:** Language acquisition while learning content happens at different speeds and levels based on student previous education and learning gaps.

Student Learning

Student Learning Summary

Graduation Data - Fulshear High School's 4-year graduation rate was 94.9% in 2021-2022. The Class of 2022 dropout rate was 0.5% and 52.5% of the Class of 2022 met one or more College, Career, and Military Readiness (CCMR) indicators.

CFHS saw gains in most areas in the STAAR pass rates.

Algebra 1 had the following percentage gains: 6% in Approaches, 7% Meets, and 12% Masters

Biology had the following percentage gains: 6% Meets, and 1% Masters

We had minor declines in English and History across Approaches, Meets and Masters (as low as 1% and the highest was 5%)

See Addendum for more EOC comparison data.

Student Learning Strengths

CFHS TSI results were as follows: 73% of the class of 2022 who tested met the TSI Exemption standard in Evidence-Based Reading and Writing, 53% met the TSI Exemption standard in Math, and 51% met both. This is an increase of 5-7% in each section from the 2022 school day administration.

CFHS received 100% achievement in the Closing the Gaps Domain.

Economically disadvantaged students showed growth in every area except English masters scores, and the decline there was only 1%. Gains were as high as 18% for Ecodis students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We saw a drop in attendance rates which affected classroom time and STAAR scores. **Root Cause:** Lingering effects of the Covid-19 and transportation issues.

Problem Statement 2: Only 2% of students in the Class of 2021 graduated with an industry certification. **Root Cause:** Students start but do not complete CTE course streams causing our terminal classes to have smaller student populations.

Problem Statement 3: CFHS has a small population of Class of 2022 students still in need of a passing score the EOCs. This population is the largest in ELA subjects. **Root Cause:** Learning gaps in ELAR subject level content. Students are in need of personalized instruction to assist with growth in this area.

Problem Statement 4: Special Education saw a reduction in approaches rates on the ELAR, Biology, and US History EOCs and this demographic still lags behind the general population approaches rates in all EOCs. **Root Cause:** Lack of consistency due to personnel changes in inclusion staff. Students are in need of personalized instruction to assist with growth in this area.

Problem Statement 5: 42.9% of the Class of 2023 students have met one or more CCMR indicators. **Root Cause:** The academic intensity in advanced academic and CTE courses may not be where we would expect it to be for students to achieve readiness indicators.

Problem Statement 6: As a campus, we would like to increase the number of students reaching top scores on tests such as Masters on EOCs, College Ready on SAT indicators, and 3s, 4s, and 5s on AP testing. **Root Cause:** The academic intensity in these courses may not be where we would expect it to be for students to achieve readiness indicators.

Problem Statement 7: The EL student population saw losses in approach rates across EOCs in 2022 ranging from a loss of 8% (ELAR) to 27% (Biology.) **Root Cause:** Students at the Beginner/Intermediate levels of TELPAS are learning new vocabulary and need to be strategically scheduled and monitored so their academic needs are individually met. Tier I instruction needs to target student learning gaps involving the LPAC representatives.

Problem Statement 8: Based on STAAR results from students in 8th grade in the 2020-2020 school year at Leaman Junior High, similar patterns of approaches rate drops from 2019 to the 2021 STAAR administration to patterns seen at CFHS were observed. **Root Cause:** Incoming 9th grade students may have learning gaps due to COVID slide.

Problem Statement 9: Based on the SAT 2022 school day results, 69% of the class of 2022 who tested met the TSI Exemption standard in Evidence-Based Reading and Writing, 45% met the TSI Exemption standard in Math, and 43% met both. This is an increase of 3-5% in each section from the 2021 SAT school day administration. The rate of students meeting TSI standard on both sections need to continue to increase this year. **Root Cause:** The academic intensity in these courses may not be where we would expect it to be for students to achieve readiness indicators. Lack of college prep courses.

School Processes & Programs

School Processes & Programs Summary

There are very few neighborhoods we support that are within walking distance of our school. Some students do not have transportation to and from school other than the school bus. This makes attending after school events such as tutoring sessions difficult for some of our student population, especially those living on the farther out areas in our attendance zone. Additionally, some Fulshear High School students do not have access to technology at home, and internet provider service is unreliable in some areas of our attendance zone.

There is a need to implement a tutorial period (Charger Time) during the school day to engage students in tutorials and interventions.

It is a priority of our campus to build positive student relationships, decrease conflicts between students, and handle bullying situations in prompt effective manner.

Due to student population growth, CFHS has added at least 20 staff members every school year. Some of these hires replaced teachers who moved to other opportunities outside of CFHS. We focus PD on team building and on-boarding of new staff members but continue to need a focus on retaining highly-qualified staff.

School Processes & Programs Strengths

It is a priority of our campus to build positive student relationships and connections to school to promote high attendance rates. Campus staff trained on Restorative Practices, Solution-focused conversations, and Character Counts. Our leadership student groups have a strong representation on campus and build student leadership characteristics including our NHS students developing tutoring programs for math and EL students.

Campus leadership team meets weekly to discuss pertinent school policies and give feedback on campus initiatives. This core team of leaders has access to school decision-making. We would like to increase teacher efficacy and teacher leadership this school year through sub-committee decision making and teacher-led professional development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to implement a tutorial period (Charger Time) during the school day to engage students in tutorials and interventions. **Root Cause:** Implementation of targeted tutorials with fidelity was a problem in both 2020-2021 and during the 2021-2022 school year.

Problem Statement 2: Due to student population growth, CFHS has added new staff members every school year. Some of these hires replaced teachers who moved to other opportunities outside of CFHS. **Root Cause:** Campus culture building and teacher efficacy.

Problem Statement 3: There are very few neighborhoods we support that are within walking distance of our school. Some students do not have transportation to and from school other than the school bus. This makes attending after school events such as tutoring sessions difficult for some of our student population, especially those living on the farther out areas in our attendance zone. **Root Cause:** There is a need for targeted during, the school day tutorials and supports for struggling students.

Problem Statement 4: Some Fulshear High School students do not have access to technology at home, and internet provider service is unreliable in some areas of our attendance zone. This causes students to have difficulty studying when instructional resources are online. **Root Cause:** Access to technology and internet at home.

Perceptions

Perceptions Summary

Fulshear High School staff place a focus on collaboration, quality instruction, and doing what is best for students. Based on the Climate Survey in Fall 2022, a vast majority of parents and staffs ranked Fulshear High School as an A or B campus. There was low student participation on this survey though.

There were mixed results between participant groups in the Safety and Behavior dimension. For example, 92% of participating students said they are aware of safety procedures at their school, whereas only 60% of participating parents/guardians said the same. And 90% of participating students said they respect their teachers, yet fewer participating parents/guardians (75%) and campus-based staff members (72%) said teachers and students respect each other at school.

Perceptions Strengths

The Operations dimension received the highest favorability (Strongly Agree or Agree responses) from participating parents/guardians. For example, 92% said that their student's school is clean and that their student's school is well maintained, a 14 percentage-point and 11 percentage-point increase from last school year, respectively. In addition, 90% said their student has the resources needed for classes.

The Student Support dimension received the highest favorability from participating campus-based staff members. 98% said there was a staff member for students to go to with a school problem and 96% said teachers praise students for doing good work at their school. However, there were distinct perceptual differences in this dimension. For example, 97% of participating campus-based staff members said students had someone to go to for a personal problem, yet only 62% of participating students and 76% of participating parents/guardians said the same. And 92% of participating campus-based staff members said students are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities compared with 77% of participating parents/guardians and 70% of participating students.

The Welcoming Environment dimension received high favorability from all participant groups. For example, 95% of participating campus-based staff members, 84% of participating parents/guardians, and 82% of participating students said school/district leaders and staff at their school are welcoming to families of all cultures.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a gap between student and staff perception on students feeling like they can approach adults with a problem. **Root Cause:** Social-emotional learning needs of students during COVID were not always met. It was a stressful time for our community.

Problem Statement 2: There is a high percentage (21%) of students stating "I don't know" to statements of other students were not making it clear bullying is not tolerated on campus and they can go to an adult for bullying resolution. **Root Cause:** Student character education programs and building student-efficacy is needed. Clear communication of procedures for addressing and handling bullying needed including larger Restorative Practices implementation.

Problem Statement 3: There is a less strong "agree" percentage to the statement of "discipline is handled fairly on campus" in the parent, student, and staff surveys. **Root Cause:** Minor discipline in classrooms can be disruptive but are not always reported to administration - need more focus on minor discipline procedures and the 3-step form. Confidentiality issues block transparency in discipline procedures, especially with major discipline incidents.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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
- 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
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data





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

Goals

Goal 1: On ELAR and Math 2022 STAAR/EOC tests, students will achieve 90% or above approaches; 70% or above meets; and 30% or above masters with Biology gaining in Masters to 50% and US History gaining in Masters to 70%.

Performance Objective 1: Teachers will utilize common formative and summative assessment data to track student mastery of objectives.





Evaluation Data Sources: Formative assessment data, PMA data, benchmark data, classroom assessment data, MAP Growth assessments, MasteryConnect

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher teams will meet once per week to discuss student data (summative and formative) and make plans for the following weeks that address student data-based strengths and weaknesses. Discussions will be TEKS driven and teachers will utilize PLC protocols and the 4 guiding questions.</p> <p>Strategy's Expected Result/Impact: Overall raw EOC scores will improve by 4 more questions correct in comparison to student scores from 2022 spring administration.</p> <p>Staff Responsible for Monitoring: Department heads, teachers, administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional development session in August and teacher-led training throughout the school year will focus on formative assessment strategies and increasing student academic discourse.</p> <p>Strategy's Expected Result/Impact: 95% of students will demonstrate growth on classroom summative assessments by May 2023.</p> <p>Staff Responsible for Monitoring: Teachers, teacher-leaders on advanced academics team, department heads, administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PLC will discuss what they will do in the classroom instructional to support students who did and did not master classroom objectives with the goal of designing Tier I inventions and extensions for students as a team.</p> <p>Strategy's Expected Result/Impact: PLC teams will design at least 2 common intervention and extension lesson plans per six weeks.</p> <p>Staff Responsible for Monitoring: Teachers, Department heads, Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: On ELAR and Math 2022 STAAR/EOC tests, students will achieve 90% or above approaches; 70% or above meets; and 30% or above masters with Biology gaining in Masters to 50% and US History gaining in Masters to 70%.

Performance Objective 2: Continue to implement backward design planning in PLCs.





Evaluation Data Sources: Assessments, lesson plans, rubrics, PLC minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: EOC teams will have two full-day PLC planning days per semester to dig into progress monitoring assessment and classroom assessment data. This time will be used to backward design upcoming instruction.</p> <p>Strategy's Expected Result/Impact: Teams will create instructional plans for the next instructional unit which responds to the data analyzed as evidenced by lesson plans and completed data protocol documents</p> <p>Staff Responsible for Monitoring: Teachers, administrators, department heads</p> <p>Funding Sources: Planning Time - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$8,943</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: At weekly planning meetings, all core teacher teams will use a data and planning protocol based around the 4 questions associated with PLCs.</p> <p>Strategy's Expected Result/Impact: Teams will become proficient using the 4 questions to guide instructional conversations as evidenced in their data protocol documents.</p> <p>Staff Responsible for Monitoring: Department heads, administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: At the beginning of the school year all teachers will participate in backward planning training and will make plans as teacher teams to begin implementation in their PLC planning time.</p> <p>Strategy's Expected Result/Impact: All teachers will align summative assessments with plans for units of instruction.</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: On ELAR and Math 2022 STAAR/EOC tests, students will achieve 90% or above approaches; 70% or above meets; and 30% or above masters with Biology gaining in Masters to 50% and US History gaining in Masters to 70%.

Performance Objective 3: PLCs plan and implement remediation and extension based on formative and summative assessment data.

Evaluation Data Sources: Assessments, lesson plans, rubrics, PLC minutes, tutorial logs, MAP growth assessments





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: EOC teams will provide targeted tutorials for EOC retesters during Charger Time. Strategy's Expected Result/Impact: 90% of ELA retesters pass the English EOC with approaches or above by May 2023. Staff Responsible for Monitoring: EOC teachers, administration team, department heads</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will utilize classroom data to identify students in need of remediation/extension which will be integrated into before and after school tutorials. Strategy's Expected Result/Impact: The overall student success rate (as determined by semester average) in a course by semester will increase by 10% over 2021-2022 success rates. Staff Responsible for Monitoring: Teachers, administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will identify high achieving students, based on PSAT data, and provide targeted tutorials during Charger Time and extension activities in the classroom for these students to support high levels of achievement. Strategy's Expected Result/Impact: Teachers will utilize the student list to design at least 1 extension activity per unit as documented in lesson plans. Staff Responsible for Monitoring: Administrators and department heads</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: CFHS will meet 100% of closing the gaps indicators on the TAPR report.

Performance Objective 1: Utilize student data tracking in PLCs to identify sub-population needs and design targeted Tier I interventions.

Evaluation Data Sources: MTSS data, classroom assessments, PMA data, EOC data, iReady data, and grade data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Special Education master list teachers will use PLC protocols at weekly department meetings to track student progress on IEP goals and classroom progress toward mastery of objectives.</p> <p>Strategy's Expected Result/Impact: Special Education will demonstrate mastery of course objectives with a goal of 70% as measured by grades.</p> <p>Staff Responsible for Monitoring: Master list teachers and Special Education administrators</p> <p>Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CFHS Special Education students will be provided with additional support in the small group setting, which will focus on reinforcing daily classroom instruction (specifically in EOC tested subjects), organization, remediation of TEKS each student failed to master based on classroom grades and progress monitoring assessment data, and homework assistance.</p> <p>Staff Responsible for Monitoring: Instructional Coordinator</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Content teachers will be available to students supported in special programs three times per week to provide additional content-specific support to students. If needed (based on data), these teachers will offer targeted tutorials to SPED students throughout the school year to support content acquisition.</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: ESL teacher will attend coaching training and will utilize ESL facilitation periods to provide coaching and support to classroom teachers in implementing ESL accommodations in the classroom.</p> <p>Strategy's Expected Result/Impact: EL proficient scores will increase by 8% on all spring 2023 EOC tests. when compared with spring 2022 results.</p> <p>Staff Responsible for Monitoring: LPAC committee members, ESL Facilitator (Michael Ramos)</p> <p>Funding Sources: Staff - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$85,478</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: EL students identified through poor performance on the EOCs and low reading scores on TELPAS will attend tutorials during Charger Time to receive additional support from the ESL staff and peer tutoring with National Honor Society students.</p> <p>Strategy's Expected Result/Impact: Beginner, intermediate, and EOC retesting EL students will attend at least one tutoring session per week as measured using tutorial logs.</p> <p>Staff Responsible for Monitoring: LPAC committee members</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: At-risk students with no access to a computer at home will be provided with a laptop to check out for the school year to facilitate their ability to complete coursework and extension/study activities at home.</p> <p>Strategy's Expected Result/Impact: Students receiving laptops will access Canvas from home at least 12 times per six weeks.</p> <p>Staff Responsible for Monitoring: Admin, librarian</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: CFHS will meet 100% of closing the gaps indicators on the TAPR report.

Performance Objective 2: Utilize the MTSS team to identify students in need of Tier II and III intervention and support.





Evaluation Data Sources: Discipline data, MTSS data, classroom assessments, PMA data, EOC data, and grade data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: MTSS will be utilized to document interventions and track progress of students and student groups.</p> <p>Strategy's Expected Result/Impact: Students in need of tutoring will be identified every six weeks and Tier I, II, and III classroom supports will be implemented and monitored with fidelity as measured by tutoring logs</p> <p>Staff Responsible for Monitoring: MTSS team</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The core team and counselors will identify students in need of behavioral MTSS and recommend these students for counseling groups run by counselors. Additionally, the ISS teacher will support behavioral needs with restorative discipline practices.</p> <p>Strategy's Expected Result/Impact: Students identified for counseling groups will attend groups 70% or more of the time groups are held as tracked by sign-in sheets.</p> <p>Staff Responsible for Monitoring: Counselors and associate principal and ISS teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Staff - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$91,694</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Junior and senior students that need to retest in ELAR will enter into Tier III MTSS and will be scheduled into a Charger Time tutorial. These students will receive intensive English instruction prior to the December EOC administration and again in the spring semester before the Spring administration if needed. After the spring ELAR EOC administration students will begin TSIA and SB149 project preparation.</p> <p>Strategy's Expected Result/Impact: By May of their graduating year, 90% of students in reading improvement class meet graduation requirements for English EOC by passing the EOC or meeting graduation requirements with an alternative testing substitution such as TSIA or SB149 projects.</p> <p>Staff Responsible for Monitoring: Counselors, Lead English 1 and 2 Teachers (Donald Lindsey and Madison Smith)</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: CFHS will meet 100% of closing the gaps indicators on the TAPR report.

Performance Objective 3: Develop a targeted tutoring system for students in EOC courses including targeted tutorials for students served in the special education, at-risk, and ESL programs.

Evaluation Data Sources: LPAC reports, SPED logs, EOC data, classroom assessment data, grading data, tutorial logs





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: After school or Saturday tutorials will be developed for at-risk students specifically targeting EOC test subject matter.</p> <p>Strategy's Expected Result/Impact: 90% of students attending this targeted tutorial will make at least 4 questions worth of growth on their EOC from the previous year scores.</p> <p>Staff Responsible for Monitoring: EOC teams</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Charger Time will be utilized for Tier I tutoring as teachers use formative assessment data to identify students struggling on current content or needing additional support on previously covered material.</p> <p>Strategy's Expected Result/Impact: Overall raw EOC scores will improve by 4 more questions correct in comparison student scores from the spring 2022 administration.</p> <p>Staff Responsible for Monitoring: Teachers, administration</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Targeted mandatory tutorials will be assigned during Charger Time for students needing more intensive EOC tutoring and preparation (in the Fall this will be retesters and in the spring this will be retesters plus students identified utilizing interim assessment data.)</p> <p>Strategy's Expected Result/Impact: Overall raw EOC scores will improve by 4 more questions correct in comparison student scores from the spring 2022 administration.</p> <p>Staff Responsible for Monitoring: Department heads, administration</p> <p>Funding Sources: Materials/Programs for Tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$8,943</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: 89% of seniors will earn at least one College, Career, Military Readiness (CCMR) indicator by graduating class of 2024 with a short-term goal of 79% of the class of 2022. See Addendum for reference.

Performance Objective 1: Establish and continue think tanks for Advanced Academics (known as "Fulshear Scholars") and CTE teams to increase collaboration and professional development for these areas.

HB3 Goal

Evaluation Data Sources: AP classroom data, AP test scores, lesson plans, meeting minutes, Industry Certification scores, PD attendance logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Host CTE Think Tank events once per six weeks with the Director of CTE to promote collaboration and design student supports for passing Industry Certifications.</p> <p>Strategy's Expected Result/Impact: 90% of students enrolled in a course with an industry certification will take the certification exam.</p> <p>Staff Responsible for Monitoring: Administrators, Director of CTE, CTE Department Head</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Share high-yield strategies discussed in Think Tank sessions using Canvas to teacher dialogue around strategies after the PD session is held.</p> <p>Strategy's Expected Result/Impact: All Dual Credit, AP, and CTE teachers will interact and collaborate on Teams at least once per six weeks.</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Fulshear Scholars Teacher Leaders Team will host at least one parent outreach event per semester to promote parent understanding of the benefits of AP and Dual programs as well as open a dialogue with parents on GPA, the credits system, and college admissions. A special session for EL parents with district staff to provide translation will be incorporated into the events.</p> <p>Strategy's Expected Result/Impact: Parents will attend at least two parent engagement events with the Fulshear Scholars team as evidenced by sign-in sheets.</p> <p>Staff Responsible for Monitoring: Fulshear Scholars Teacher Leaders Team</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: 89% of seniors will earn at least one College, Career, Military Readiness (CCMR) indicator by graduating class of 2024 with a short-term goal of 79% of the class of 2022. See Addendum for reference.

Performance Objective 2: College and Career Facilitator creates authentic experiences for students to explore their college/career interests with engagement with all four grade level students.

HB3 Goal

Evaluation Data Sources: Schoolinks data, college engagement opportunity logs and sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Fulshear HS will host an ASVAB specialist, who will meet with 10th, 11th, and 12th-grade students to discuss the ASVAB test and provide an opportunity for students to sign up to take the test. A follow-up post-ASVAB teaching students to read their scores and conduct career investigations will be provided to students.</p> <p>Strategy's Expected Result/Impact: 80% of students who sign up to take the ASVAB will access their scores online and review their career aptitude information.</p> <p>Staff Responsible for Monitoring: CCF, Associate principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The college and career facilitator (CCF) will meet individually with each student in 11th and 12th grade at the beginning of the year to discuss and prepare a post-secondary plan of action.</p> <p>Strategy's Expected Result/Impact: 80% of junior and senior students will attend a 1:1 meeting with the CCF by October.</p> <p>Staff Responsible for Monitoring: CCF, Associate Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The College and Career Facilitator will meet with 9th and 10th grade students in small groups, whole class, or assembly formats to introduce important college and career topics such as GPA, the credits system, industry certification opportunities, Schoolinks resources, logging service hours, and scholarship opportunities.</p> <p>Strategy's Expected Result/Impact: All Fulshear students will access Schoolinks before May 2022.</p> <p>Staff Responsible for Monitoring: CCF, Associate Principal</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The College and Career Facilitator will organize field trips (F2F and virtual) for students in special populations (such as ELs and SPED) to attend college campus visits during which we will focus on supports students may receive in college campuses and building connections with college admissions specialists.</p> <p>Strategy's Expected Result/Impact: 75% of junior and senior students served in the ESL and Special education programs will attend at least one college visit.</p> <p>Staff Responsible for Monitoring: CCF, Associate Principal, Special Education Department Head, ESL Teacher</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The College and Career Facilitator, in collaboration with the Fulshear Scholars Teacher Leader team, will continue a "Fulshear Scholars Ambassadors" program to build leadership skills in a small group of first-time AP and Dual Credit students. This group will advocate for student participation in Dual and AP classes as well as will organize student study groups for advanced academics classes.</p> <p>Strategy's Expected Result/Impact: The Fulshear Scholars Ambassadors program will have at least 20 active members participating in two or more group events per semester.</p> <p>Staff Responsible for Monitoring: CCF, Associate Principal, Fulshear Scholars Teacher Leader Team</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 3: 89% of seniors will earn at least one College, Career, Military Readiness (CCMR) indicator by graduating class of 2024 with a short-term goal of 79% of the class of 2022. See Addendum for reference.

Performance Objective 3: Provide direct, targeted instruction to increase higher-order thinking skills necessary for success on SAT, AP, Dual, industry certifications, and TSIA.

HB3 Goal

Evaluation Data Sources: AP scores, PSAT and SAT data, dual credit completion rates, industry certification rates, TSI scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Fulshear Scholars Teacher Leader team will develop professional development sessions in the Summer of 2021 and will host at least 3 PD sessions per year on a range of topics including higher-order questioning stems, standards-based rubrics, and strategies to support the development of executive function with students.</p> <p>Strategy's Expected Result/Impact: Teachers will include at least one higher-order thinking strategy per lesson plan.</p> <p>Staff Responsible for Monitoring: Fulshear Scholars Teacher Leader team, Associate principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and PLC teams will include at least one strategy to promote higher-order thinking per lesson plan.</p> <p>Strategy's Expected Result/Impact: Each lesson delivered will utilize at least one strategy to promote higher-order thinking as evidenced by instructional walks and classroom observation.</p> <p>Staff Responsible for Monitoring: Leadership Team</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The College & Career Facilitator will provide study opportunities and organize tutorials for students preparing to take the TSIA 2.</p> <p>Strategy's Expected Result/Impact: 60% of TSIA test-taking students will pass TSIA on their first or second administration</p> <p>Staff Responsible for Monitoring: Testing coordinator, CCF, Associate Principal</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers of Geometry, Algebra 2, AQR, MMA, Precalculus, English III, and English IV will incorporate instructional strategies to prepare students for the TSIA and SAT during instructional time.</p> <p>Strategy's Expected Result/Impact: Increase College Readiness as measured by 2022 March SAT by 15% from March administration 2021 and 60% of TSIA test-taking students will pass TSIA on their first or second administration</p> <p>Staff Responsible for Monitoring: Administration, English and Math Department heads</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Dual credit LSPs will submit weekly engagement reports to the associate principal, dual credit counselor, and Director of College and Career Readiness for the purpose of tracking student progress and identify students in need of intervention. Dual credit teacher/professor staff will submit engagement reports to the audience listed above monthly.</p> <p>Strategy's Expected Result/Impact: Increase in communication with students about dual credit progress during the Lone Star semester when compared to 2021 as documented through counselor check-in logs.</p> <p>Staff Responsible for Monitoring: Associate Principal, Director of College and Career Readiness</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Fulshear High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Fulshear High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christopher Morse	ISS Teacher	1
Ramos, Michael	ESL Teacher	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Daniel Ward	Principal
Administrator	Valerie Anderson	Associate Principal
Administrator	Kassandra McCann	Assistant Principal
Other School Leaders	Ann Cantu	Instructional Coordinator
Business Representative	Don McCoy	Chamber of Commerce President
Community Representative	Diana Chapa	Diana's Jewelry & Boutique Owner
Classroom Teacher	Bridgette Yates	Teacher
Classroom Teacher	Matthew Tomas	Teacher
Paraprofessional	Shelley Ward	Paraprofessional
Parent	Bernadine Crawford	Parent

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Planning Time		\$8,943.00
2	1	4	Staff		\$85,478.00
2	2	2	Staff		\$91,694.00
2	3	3	Materials/Programs for Tutorials		\$8,943.00
Sub-Total					\$195,058.00
Budgeted Fund Source Amount					\$195,058.00
+/- Difference					\$0.00
Grand Total Budgeted					\$195,058.00
Grand Total Spent					\$195,058.00
+/- Difference					\$0.00

Addendums

	Spring 2021 STAAR EOC, Algebra I					May 2022 STAAR Algebra I EOC Preliminary					DIFFERENCE		
	Total Students	Scale Score	Approaches	Meets	Masters	Total Students	Scale Score	Approaches	Meets	Masters	Approaches	Meets	Masters
Fulshear High School	320	3954	76%	44%	22%	439	4200	86%	62%	41%	10%	18%	19%
Economic Disadvantage	107	3861	71%	36%	17%	137	4112	85%	58%	36%	14%	21%	19%
Asian	22	4324	95%	64%	36%	20	4487	95%	70%	50%	0%	6%	14%
Black/African American	62	3925	76%	40%	19%	95	4113	84%	57%	35%	8%	17%	15%
Hispanic	97	3900	71%	42%	20%	143	4165	86%	64%	41%	15%	21%	22%
Two or More Races	8	3596	50%	13%	0%	14	4153	86%	64%	36%	36%	52%	36%
White	131	3967	79%	45%	24%	161	4261	87%	64%	44%	8%	19%	20%
Currently Emergent Bilingual	42	3823	60%	31%	14%	68	3949	79%	50%	24%	20%	19%	9%
Special Ed Indicator	38	3607	42%	16%	5%	64	3719	59%	25%	14%	17%	9%	9%

	Spring 2021 STAAR EOC, Biology					May 2022 STAAR Biology EOC Preliminary					DIFFERENCE		
	Total Students	Scale Score	Approaches	Meets	Masters	Total Students	Scale Score	Approaches	Meets	Masters	Approaches	Meets	Masters
Fulshear High School	499	4495	93%	78%	44%	618	4517	95%	84%	46%	2%	6%	2%
Economic Disadvantage	151	4275	89%	70%	28%	160	4361	92%	78%	36%	3%	8%	7%
Asian	46	4781	96%	89%	57%	47	4769	96%	87%	62%	0%	-2%	5%
Black/African American	101	4395	92%	77%	33%	120	4402	93%	79%	38%	0%	2%	6%
Hispanic	136	4391	90%	74%	38%	173	4416	94%	80%	40%	4%	6%	2%
Two or More Races	17	4698	94%	76%	59%	18	4450	100%	83%	50%	6%	7%	-9%
White	199	4533	96%	78%	49%	255	4601	96%	88%	52%	0%	9%	3%
Currently Emergent Bilingual	37	4038	73%	49%	14%	73	4054	78%	60%	16%	5%	12%	3%
First Year of Monitoring	2	4394	100%	100%	50%	11	4423	100%	100%	27%	0%	0%	-23%
Special Ed Indicator	30	3872	80%	33%	10%	41	3873	76%	34%	12%	-4%	1%	2%

	Spring 2021 STAAR EOC, US History					May 2022 STAAR U.S. History EOC Preliminary					DIFFERENCE		
	Total Students	Scale Score	Approaches	Meets	Masters	Total Students	Scale Score	Approaches	Meets	Masters	Approaches	Meets	Masters
Fulshear High School	456	4647	98%	89%	66%	509	4589	95%	86%	65%	-2%	-3%	-2%
Economic Disadvantage	109	4446	95%	77%	50%	156	4447	96%	81%	55%	0%	4%	5%
Asian	46	4742	100%	83%	70%	49	4766	98%	98%	71%	-2%	15%	2%
Black/African American	84	4426	94%	85%	50%	108	4526	99%	84%	59%	5%	0%	9%
Hispanic	110	4602	97%	85%	68%	125	4504	91%	82%	61%	-6%	-4%	-7%
Two or More Races	12	4747	100%	83%	58%	16	4717	100%	88%	63%	0%	4%	4%
White	202	4738	99%	94%	72%	209	4616	95%	87%	68%	-4%	-7%	-4%
Currently Emergent Bilingual	30	4120	90%	50%	20%	45	4125	78%	62%	31%	-12%	12%	11%
Special Ed Indicator	26	4170	77%	65%	31%	27	3766	59%	33%	15%	-18%	-32%	-16%

	Spring 2021 STAAR EOC, English I					April 2022 STAAR English I EOC Preliminary					DIFFERENCE		
	Total Students	Scale Score	Approaches	Meets	Masters	Total Students	Scale Score	Approaches	Meets	Masters	Approaches	Meets	Masters
Fulshear High School	491	4285	83%	71%	24%	669	4255	84%	73%	22%	1%	1%	-2%
Economic Disadvantage	140	4110	75%	60%	15%	180	4162	84%	66%	16%	9%	6%	1%
Asian	46	4459	87%	80%	39%	46	4554	93%	89%	43%	7%	9%	4%
Black/African American	93	4314	89%	72%	26%	132	4220	80%	68%	22%	-10%	-4%	-4%
Hispanic	139	4142	74%	61%	19%	194	4149	80%	68%	17%	6%	6%	-2%

Two or More Races	16	4540	94%	88%	38%	18	4223	83%	72%	17%	-10%	-15%	-21%
White	197	4312	84%	75%	23%	272	4308	87%	76%	24%	3%	1%	1%
Currently Emergent Bilingual	45	3663	36%	22%	0%	78	3844	60%	41%	5%	25%	19%	5%
First Year of Monitoring	2	4239	100%	100%	0%	12	4198	100%	83%	8%	0%	-17%	8%
Special Ed Indicator	38	3628	34%	16%	0%	66	3648	35%	21%	2%	1%	5%	2%

	Spring 2021 STAAR EOC, English II					April 2022 STAAR English II EOC Preliminary					DIFFERENCE		
	Total Students	Scale Score	Approaches	Meets	Masters	Total Students	Scale Score	Approaches	Meets	Masters	Approaches	Meets	Masters
Fulshear High School	451	4292	83%	73%	18%	564	4316	84%	73%	17%	2%	0%	-1%
Economic Disadvantage	139	4127	74%	63%	9%	163	4190	80%	68%	10%	6%	6%	1%
Asian	39	4450	90%	85%	21%	51	4575	88%	84%	35%	-2%	0%	15%
Black/African American	99	4178	80%	65%	12%	114	4318	87%	79%	13%	7%	14%	1%
Hispanic	101	4131	73%	63%	10%	177	4178	80%	64%	12%	7%	1%	3%
Two or More Races	11	4568	91%	82%	18%	18	4464	89%	83%	22%	-2%	2%	4%
White	198	4379	87%	79%	24%	202	4363	85%	73%	19%	-2%	-6%	-5%
Currently Emergent Bilingual	36	3734	44%	25%	0%	62	3741	50%	31%	2%	6%	6%	2%
Second Year of Monitoring	3	4387	100%	100%	0%	10	4462	100%	100%	20%	0%	0%	20%
Special Ed Indicator	28	3700	39%	25%	0%	46	3613	35%	13%	0%	-5%	-12%	0%