

# Lamar Consolidated Independent School District

## Randle High School

### 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Social Studies



## **Mission Statement**

At Dr. Thomas E. Randle High School, we are dedicated to creating a tradition of excellence in all that we do, while providing a relevant and high-quality education.

## **Vision**

Dr. Thomas E. Randle High School will empower students to acquire, demonstrate, articulate, and value the knowledge and skills that will support them, as life-long learners while contributing to a global society.

## **Value Statement**

**"Where Excellence is the Standard"**

*The preliminary CNA was submitted on May 18, 2022 for Title 1 validation. The CIP will be revised and updated, as final 2021-22 data sources become available.*

*The final approval of the CNA was given by Region 4 on June 27, 2022.*

# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	7
Student Learning	9
School Processes & Programs	12
Perceptions	14
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: By May 2023, TRHS students will increase student performance by 7% (73-80) in approaches, by 6% (54-60) in meets, and by 5% (10-15) in masters from 2022 English 1 EOC scores and by 6% (84-90) in approaches, by 5% (70-75) in meets, and by 6% (9-15) in masters from 2022 English 2 EOC scores, as evidenced by the 2023 English 1 and 2 EOC results.	20
Goal 2: By May 2023, TRHS students will increase student performance by 10% (80-90) in approaches, by 6% (39-45) in meets, and by 6% (19-25) in masters, as evidenced by the 2023 Algebra 1 EOC results.	30
Goal 3: By May 2023, TRHS students will increase student support by 18% (57-75) in personal experience response statements and 18% (72-90) in school experience response statements as both individuals and learners, as evidenced by the end-of-year (EOY) social-emotional (SE) screener results, where students indicate they can find help for both personal and school problems, respectively.	41
State Compensatory	49
Budget for Randle High School	50
Personnel for Randle High School	50
Title I Personnel	50
Campus Leadership Team	51
Site-Based Decision Making Committee	52
Student Support Team	53
Campus Funding Summary	54
Addendums	56

# Comprehensive Needs Assessment

Revised/Approved: June 22, 2022

## Needs Assessment Overview

### Needs Assessment Overview Summary

During our first meeting, which was held on May 18, 2022, at 1:00 p.m. in the main conference room at Dr. Thomas E. Randle High School, the site-based decision-making committee, reviewed the Title I Process and the development of the Comprehensive Needs Assessment. The elements to be classified as a Title I campus were discussed, as well as requirements needed each year under the Title I status. The purpose of the meeting included the process for identifying our campus needs and the methods for analyzing data, as well as understanding our campus mission and vision and its alignment to our district strategic plan and goals.

During our second meeting, which was held on May 27, 2022, at 8:00 a.m. via Zoom conference room, we reviewed several pieces of data that would assist the committee, including the 2021-22 campus MAP data (BOY, MOY, and EOY), Benchmark data, Campus Climate Survey results, PEIMS student data, student and staff attendance, PBIS meeting information, and current campus discipline data. We identified strengths and weaknesses in each area. The committee then decided on 3 goals to focus on for the 2022-23 school year. After this comprehensive, 51-item data review, the SBDMC decided upon a goal to address the following areas: English student achievement, math student achievement, and students' social-emotional wellness. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

During our third and final meeting, which was held on June 22, 2022, at 4:30 p.m. via Zoom conference room, we completed final revisions to strategies and consequent activities of the 3 goals to the campus improvement plan's draft developed by the campus leadership team, who met on June 14, 2022, for a full-day session at Fulshear High School, which had started at 8:00 a.m. on that date. All SBDMC members were in consensus on the developed plan and excited to move forward with implementation and quarterly evaluation.

In summation, committee members met and reviewed the data listed above to identify areas of strengths and problems for the Campus Needs Assessment, as well as hone in on specific goals, strategies, and activities for campus improvement on the following dates: May 18, 2022; May 27, 2022; and June 22, 2022. The upcoming SBDMC meeting dates for the 2022-23 school year are as follows: August 17, 2022; October 26, 2022; January 25, 2023; and May 24, 2023.

## **2.1 Campus Improvement Plan (CIP) developed with appropriate stakeholders**

Our SBDMC includes teachers, parents, community members, and administrative personnel. In addition, we are certain to include members of our staff that are serving in the role of paraprofessionals and also campus representatives to speak on behalf of our special education and emergent bilingual students.

## **2.2 Regular monitoring and revision**

To remain current and relevant, the CIP will be evaluated, and revised as necessary, throughout the 2022-23 school year during the following months: November, February, April, and June.

## **2.3 Available to parents and community in an understandable format and language**

In order to assist parents in being informed, the campus will provide the following documents in English and Spanish for families: Campus Improvement Plan, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: the campus website, the school's front office, at parent engagement activities, and in the State and Federal Programs Office at the school district's administration building.

## **2.4 Opportunities for all children to meet state standards**

The following CIP strategies address this element:

## **2.5 Increased learning time and well-rounded education**

The following CIP strategies address this element:

## **2.6 Addresses needs of all students, particularly at-risk**

The following CIP strategies address this element:

## **3.1 Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring semesters. The Parent and Family Engagement Policy will be distributed at our fall semester Open House and at each Parent and Family Engagement Activity offered at our school. The policy will be available in English and Spanish, and it will be located on our campus website, the front office, and in the State and Federal Programs Office at the school district administration building.

## **3.2 Offer a flexible number of parent involvement meetings**

Randle HS will offer a flexible number of meetings to be held in both the morning and evening to maximize parent involvement and work together as thought partners to exchange ideas about student learning and school improvement. The chats are a two-way dialogue whereby families and the principal listen, learn, solve problems, and share information with each other. The proposed dates for meetings are monthly on Monday evenings, followed up by a Tuesday morning, online option

via Zoom. Meetings will consist of campus happenings and celebrations, a short update on the campus improvement plan, any topics of interest, and contact information for individuals to answer any further questions or concerns. A short survey asking what questions parents have, which topics they would like to learn more about, and any additional thoughts/comments will be shared with the school community at least two weeks prior to each meeting date.

**CNA Committee Members:**

John Montelongo - Principal

Dr. Marva O'Neal - District Representative (Director of Federal Programs)

Diane Parks - District Representative (Silver & Maroon Track Area Superintendent)

Dr. Katrina Guillory - Other Campus Leader (Associate Principal)

Ariel Jenkins - Other Campus Leader (Instructional Coordinator & Testing Coordinator)

Chandra White - Non-Classroom Professional (Counselor)

Roxanne Villafranco - Paraprofessional (Administrative Assistant to the Principal)

Candice Brantley - Teacher (English Department Chair)

LaTonya Chalmers - Teacher (Math Department Chair)

Kenya Johnson - Teacher (Science Department Chair)

Jeremy Arterburn - Teacher (Social Studies Department Chair)

Samantha McManus - Teacher (Fine Arts Department Chair)

Trameasha Strickland - Teacher (Special Education Department Chair)

Saul Hernandez - Teacher (LOTE Department Chair)

Phillip Thielemann - Teacher (CTE Department Chair)

Latisha Major - Paraprofessional (Social Emotional Support Classroom - SESC Aide)

Sherryl Anthony - District Representative (Wright JH Assistant Principal)

Jac Norman - Parent

Leonard Garza - Parent

Marcus Lee - Community Representative

Milimo Reed - Community Representative

# Demographics

## Demographics Summary

### School Profile

Dr. Thomas E. Randle High School is the **6<sup>th</sup>** high school in the fastest-growing school district in the state of Texas, Lamar Consolidated Independent School District. We are geographically located about 25 miles southwest of Houston, TX. Randle High School opened its doors in Fall 2021 with only 9th and 10th grade students and served approximately **745** students. The student and staff population directly represents the diverse and multicultural community within Fort Bend County. As a new high school, transitioning into our 2nd school year and growing to encompass 11th grade students with a projected total enrollment of **1,244** students in the 2022-23 school year, we strive to involve all stakeholders in creating a tradition of excellence in all that we do while providing a relevant and high-quality education.

The 2021-22 school year's student population was **47.7%** Hispanic/Latino, **32.3%** Black/African American, **9.9%** White, **7.9%** Asian, **2.1%** Multi-Racial, and **0.1%** Native Hawaiian or Other Pacific Islander, with this total being comprised of **48.7%** male and **51.3%** female. The staff population was **41.1%** Black/African American, **32.1%** White, **19.3%** Hispanic/Latino, **5%** Asian, and **2.5%** Multi-Racial. With **58** teachers, **93%** of teachers were certified (4 positions were being served by a guest instructor - Algebra 1, Biology 1, Health Science CTE, and Culinary Arts). With **12** paraprofessionals, **91.7%** of paraprofessionals were highly qualified (1 current position was being served by a guest instructor - SLC aide). Our instructional program is divided into **9** departments: (1) English, (2) Math, (3) Science, (4) Social Studies, (5) LOTE, (6) CTE, (7) Fine Arts, (8) P.E., and (9) Special Education.

The overall mobility rate is approximately **10.3%** with a dropout rate of **0%**. The average daily attendance rate for students is **92.5%**, and the average daily attendance rate for staff is **86%**. With one week remaining in the 2021-22 school year, a total of 317 students had acquired **1,235** disciplinary referrals. The offenses were committed by **36.6%** 10th grade and **63.3%** 9th grade students, respectively.

Randle High School serves the following special/exceptional populations (each is a percentage of the total student enrollment): **69.4%** economically disadvantaged (students eligible for free- or reduced-priced breakfast and lunch meals, due to the low income of their household), **12.3%** special education students (students with an individualized education plan or IEP), **13.3%** emergent bilingual or EB students (students learning English as a second language), **52.6%** at-risk students (students meeting one of the 13 state criteria applicable for secondary students), **10.4%** students with a 504 plan (students who benefit from a plan of support, due to a physical or mental impairment), **3.2%** gifted and talented students (students who academically perform or show the potential to perform at a remarkably high level of accomplishment), and **18.3%** students receiving academic and/or behavioral support through MTSS (multi-tiered system of support, which is a process of intervention for struggling students). The campus also has an enrollment of approximately **3%** of students from local residential treatment centers (RTCs) or emergency shelters.



### Demographics Strengths

- Staff and student demographics are closely aligned and representative of each other, as well as the school community, in which they serve.
- Several LCISD graduates are current staff members.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The total number of discipline referrals does not represent the entire makeup of the student body and more represents repeat offenders. **Root Cause:** On a new campus, students were learning new processes and procedures, which may have been different from prior campuses. More time was spent focused on keeping students in class and maximizing their engagement with their teachers during instructional time.

## Student Learning

### Student Learning Summary

The preliminary Spring 2022 STAAR EOC exam results are below, which excludes English 1 (see Addendum for the complete report with all data reviewed during CNA):

### Spring 2022 STAAR EOC, Algebra I

	Total Students	Approaches	Meets	Masters
<b>Randle High School</b>	341	79.47%	39.30%	19.06%
<b>Economically Disadvantaged</b>	229	75.55%	31.88%	13.10%
<b>Emergent Bilingual</b>	62	72.58%	33.87%	9.68%
Asian	16	87.50%	56.25%	43.75%
Black/African American	116	76.72%	41.38%	15.52%
Hispanic	163	78.53%	34.36%	18.40%
Native Hawaiian/Pacific Islander	-	-	-	-
Two or More Races	12	100%	58.33%	16.67%
White	34	82.35%	41.18%	23.53%
<b>Special Education</b>	45	46.67%	8.89%	2.22%

### Spring 2022 STAAR EOC, Biology

	Total Students	Approaches	Meets	Masters
<b>Randle High School</b>	419	83.53%	56.56%	17.66%
<b>Economically Disadvantaged</b>	281	81.49%	49.47%	12.46%
<b>Emergent Bilingual</b>	74	70.27%	36.49%	2.70%
Asian	21	95.24%	76.19%	38.10%
Black/African American	139	84.17%	53.96%	17.27%
Hispanic	204	80.88%	53.92%	13.73%
Native Hawaiian/Pacific Islander	-	-	-	-
Two or More Races	13	92.31%	61.54%	15.38%
White	42	85.71%	66.67%	28.57%
<b>Special Education</b>	58	44.83%	15.52%	0%

## Spring 2022 STAAR EOC, English II

	Total Students	Approaches	Meets	Masters
<b>Randle High School</b>	331	83.69%	69.79%	9.37%
<b>Economically Disadvantaged</b>	224	79.46%	65.18%	6.25%
<b>Emergent Bilingual</b>	32	59.38%	37.50%	0%
Asian	35	97.14%	91.43%	28.57%
Black/African American	105	81.90%	64.76%	7.62%
Hispanic	159	81.13%	66.67%	5.03%
Native Hawaiian/Pacific Islander	1	100%	100%	0%
Two or More Races	4	75%	75%	0%
White	27	88.89%	77.78%	18.52%
<b>Special Education</b>	36	36.11%	16.67%	0%

## Spring 2022 STAAR EOC, US History

	Total Students	Approaches	Meets	Masters
<b>Randle High School</b>	39	100%	94.87%	64.10%
<b>Economically Disadvantaged</b>	22	100%	90.91%	54.55%
<b>Emergent Bilingual</b>	1	100%	0%	0%
Asian	6	100%	100%	66.67%
Black/African American	15	100%	100%	60%
Hispanic	14	100%	85.71%	57.14%
Native Hawaiian/Pacific Islander	-	-	-	-
Two or More Races	1	100%	100%	100%
White	3	100%	100%	100%
<b>Special Education</b>	-	-	-	-

## Student Learning Strengths

Based on student data averages and preliminary comparisons, the current strengths are inferred:

- 100% of all students achieved Approaches in U.S. History, with 64% of those students reaching Masters.
- Less than 4% difference between all students and those students identified as economically disadvantaged and achieved Approaches in All Subjects => closing the gaps.
- Almost 20% of students achieved Masters in Algebra 1 and Biology.
- 70% of students achieved Meets in English II, indicating students are highly likely to succeed in the next grade level and demonstrate the ability to think critically with various genre of text.

Information reviewed from the STAAR and EOC data reinforces there was a gap in performance in Black/African American and Hispanic subpopulations. Due to the academic needs of students who were unsuccessful in the 2021-22 semester and year courses, as well as 8th grade STAAR or high school EOC exams, elective classes were created for students to recover credit in math and English courses, as well as engage in accelerated instruction during and/or after the school day to support these missed literacy and mathematical skills.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a gap in learning for special education students in comparison to the general education population. **Root Cause:** This can be attributed to a lack of differentiated instruction including coteach modeling and progress monitoring of student success criteria.

**Problem Statement 2 (Prioritized):** Special education and emergent bilingual students achieve fewer Meets and Masters levels compared to overall students. **Root Cause:** This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.

**Problem Statement 3:** There is a need to develop a multi-tiered system of support for English Language Arts and Mathematics for incoming 9th and continuing 10th and 11th grade students. **Root Cause:** Students require a differentiated curriculum and intentional supports that are consistently implemented to accelerate learning and close the gaps. Due to changes in the learning modalities, attendance, etc. during 2020-21 school year and re-establishing norms/expectations for school processes and procedures during the 2021-22 school year, some students are still struggling to catch up.

# School Processes & Programs

## School Processes & Programs Summary

Randle High School is a professional learning community of highly-educated professionals, who continue their education through attendance and active participation in regular, professional development opportunities provided by the school district or the local, Region 4 education service center to enhance their teaching skills. Content area teams meet weekly to plan lessons, disaggregate assessment data, and determine best instructional practices collaboratively under the facilitation of administrators, the campus instructional coordinator, department chairs, district curricular specialists, and proven resources. Educators who desire to grow in their careers in leadership positions are invited to participate in campus-based, leadership internships, and lead campus initiatives to grow in their capacity. These educators are involved in site-based decision-making and provide ongoing, professional development to their colleagues.

The administrative team conducts weekly classroom walkthroughs to ensure teachers are implementing strategies learned during staff development and utilizing the feedback cycle to make corrective instructional moves that positively impact student achievement. The administrative team provides teachers with planning-, instructional-, and classroom management-based feedback; therefore, teachers are recognized and reinforced for their strengths, as well as made aware of any areas of concern. Content area teams and departments practice the tenets of true professional learning community norms and meet on a regular basis to evaluate and adjust instruction to meet the needs of students. During this time, teachers collaborate on instruction to ensure academic success through a systematic review of data, discussion of teaching techniques, modeling of strategies, peer observations, planning of lessons, development of formative assessment, sharing of best practices, and meeting with the instructional coach. This time also serves to support the building of collegial teams and a collective growth mindset.

At Randle High School, the staff is committed to improving student academic achievement. The master schedule is strategically built to include common planning periods for English 1, English 2, and Algebra 1 teachers to attend PLC meetings and collaborate within the school day on instructional best practices. This also provides a time for these content area teams to vertically collaborate with the junior high teachers to ensure alignment and preparedness for high school literacy and mathematical skills.

## School Processes & Programs Strengths

- The campus has an instructional coordinator that supports each department in honing instructional strategies, as well as determining best practices for assessment and acquiring any necessary curricular resources for teachers and students.
- Students participate in accelerated instruction, based on assessment data, during a 30-minute, P.R.I.D.E.+ (advisory time) daily.

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

**Problem Statement 1 (Prioritized):** Based upon feedback from the PBIS committee, there is a lack of follow-through and fidelity of campus-wide expectations, in regards to Tier 1 instructional practices and classroom management. **Root Cause:** As a new campus, accountability by the administration was lessened by the need to maintain safety, order, and security at various times throughout the school year, which often coincided with the need to build and assist teacher and staff capacity through challenging student conduct concerns.

**Problem Statement 2 (Prioritized):** As a newer campus entering a 2nd school year with a comprised student population of 3 feeder patterns, it was evident some students have experienced trauma and need additional support, both academic and social-emotional. **Root Cause:** Randle HS is entering its 2nd school year, where it is comprised of 3 feeder patterns. There were some challenges experienced by students: difficulty adjusting to a new campus, the impact of COVID, a more significant than an average number of students retained in their educational history, and some students' primary residence being an RTC or emergency shelter.

# Perceptions

## Perceptions Summary

The Randle High School staff is committed to improving student academic achievement. The master schedule includes a purposeful, 30-minute intervention/enrichment period for students to engage in accelerated instruction or remediation of essential standards. The master schedule also created common planning periods for English 1, English 2, and Algebra 1 teachers to attend PLC meetings, collaborate on instructional techniques, and increase best practice teaching strategies for all students, especially to make the curriculum more accessible for emergent bilingual and special education students.

The staff's morning and afternoon duty schedules have been strategically designed to accommodate before- and after-school tutorials in all core content areas, LOTE, fine arts, and CTE courses. Students are offered additional learning opportunities outside the school day, such as Saturday mornings, for accelerated instruction. Randle High School offers weekly interventions to students that are in need of additional support in all core content areas in an effort to increase academic achievement on STAAR end-of-course (EOC) exams in December and April/May. The library and adjacent computer lab are open every morning; therefore, students can study and/or complete schoolwork assignments on the computers, as well as read and check out books. In addition, all students have an opportunity to join a variety of clubs that align with their interests, including Student Council, National Honor Society, College & Career Club, Theatre Club, Gaming Club, Art Club, Lunches of Love Club, Fellowship of Christian Athletes (FCA), Future Health Professionals (HOSA), International Thespian Society (ITS), Ladies of Excellence (LOE), Spanish Club, and Anime Club. Some clubs meet once a week, while others meet twice a month, outside of the school day and are sponsored by school staff and led by students.

Randle High School established a PBIS behavior matrix, and students will be explicitly taught the expected behaviors for various areas of the school building and extensions of school, including classrooms, hallways, auditorium, cafeteria, restrooms, buses, and other areas critical for student behavior management. Development of incentives and celebrations will be determined in the 2022-23 school year.

As part of our effort to increase school and community camaraderie, TRHS has partnered with Wright Junior High School to participate in theme days to support Silver Track athletic teams. Prizes are given to students and staff who demonstrate the most school spirit. Randle High School is committed to honoring and celebrating the diverse cultures represented on campus. Celebrations, evening programs, and spirit weeks are vessels to celebrate cultural events, such as Hispanic Heritage Month, Black History Month, and Pan Asian American Heritage Month. In addition, Randle High School has started a group for dads and male role models in students' lives called P.O.P. (Protect Our Pride) to encourage parent involvement in the growth of their children from middle school through the high school years.

## Perceptions Strengths

Based on December 2021 campus climate survey results, highlighted strengths are below:

- 76% of parents/guardians, 70% of staff, and 70% of students would give our campus an overall grade of an "A" or "B."
- 89% of parents/guardians and 85% of staff believe teachers set high learning standards for students.
- 91% of parents/guardians agree they are kept informed about their student's grades.
- 80% of staff agree they are supported by parents/guardians when addressing both academic and behavioral concerns with students.
- 80% of parents/guardians agree their input about student learning needs is respected and valued at the school.
- 87% of students agree teachers and students respect one another at the school.
- 92% of parents/guardians and 87% of students agree the school is well maintained, and students have the resources necessary for class.
- 83% of parents/guardians and 80% of students agree school leaders and staff are welcoming to families of different academic backgrounds, cultures, economic backgrounds, gender, race/ethnicity, religion, and English language proficiency.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** 66% of parents/guardians believe their child (or children) are safe at school. **Root Cause:** Social media posts by upset parents created a skewed narrative, developing angst and doubt about school safety.

**Problem Statement 2:** 67% of parents/guardians agree they are kept informed about what their child is (or children are) learning in school, and similarly, 67% of parents/guardians believe they are given useful information about how to help their child (or children) do well in school. **Root Cause:** The lack of a parent organization at the beginning of the year, as well as the lack of parent Canvas usage, with only 62% accessing their student's calendars, announcements, and classroom information, has made parents feel less welcome and knowledgeable.

**Problem Statement 3 (Prioritized):** 57% of students agree there is a teacher, counselor, or other staff member to whom they can go to for help with a personal problem. **Root Cause:** Randle HS is experiencing the aftermath of COVID, just as most other campuses, where students are re-identifying themselves, their values/goals, and school belonging/connectedness. During COVID, many students were disconnected from in-person, human connections (often finding pseudo-comfort in screens and being reserved); therefore, they are lacking in interpersonal skills and emotional expression.

**Problem Statement 4:** 51% of parents/guardians, 70% of staff, and 63% of students believe discipline is enforced fairly at school. **Root Cause:** The PBIS committee is newly formed, as well as the subsequent matrix created for clearly defining student behavioral expectations, which will be implemented in the 2022-23 school year.



# Priority Problem Statements

**Problem Statement 4:** The total number of discipline referrals does not represent the entire makeup of the student body and more represents repeat offenders.

**Root Cause 4:** On a new campus, students were learning new processes and procedures, which may have been different from prior campuses. More time was spent focused on keeping students in class and maximizing their engagement with their teachers during instructional time.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 1:** There is a gap in learning for special education students in comparison to the general education population.

**Root Cause 1:** This can be attributed to a lack of differentiated instruction including coteach modeling and progress monitoring of student success criteria.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 6:** Based upon feedback from the PBIS committee, there is a lack of follow-through and fidelity of campus-wide expectations, in regards to Tier 1 instructional practices and classroom management.

**Root Cause 6:** As a new campus, accountability by the administration was lessened by the need to maintain safety, order, and security at various times throughout the school year, which often coincided with the need to build and assist teacher and staff capacity through challenging student conduct concerns.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 2:** Special education and emergent bilingual students achieve fewer Meets and Masters levels compared to overall students.

**Root Cause 2:** This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** As a newer campus entering a 2nd school year with a comprised student population of 3 feeder patterns, it was evident some students have experienced trauma and need additional support, both academic and social-emotional.

**Root Cause 3:** Randle HS is entering its 2nd school year, where it is comprised of 3 feeder patterns. There were some challenges experienced by students: difficulty adjusting to a new campus, the impact of COVID, a more significant than an average number of students retained in their educational history, and some students' primary residence being an RTC or emergency shelter.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 5:** 57% of students agree there is a teacher, counselor, or other staff member to whom they can go to for help with a personal problem.

**Root Cause 5:** Randle HS is experiencing the aftermath of COVID, just as most other campuses, where students are re-identifying themselves, their values/goals, and school belonging/connectedness. During COVID, many students were disconnected from in-person, human connections (often finding pseudo-comfort in screens and being reserved); therefore, they are lacking in interpersonal skills and emotional expression.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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

- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Grades that measure student performance based on the TEKS

## Student Data: Student 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- 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
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-P ESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data

# Goals

Revised/Approved: June 14, 2022

**Goal 1:** By May 2023, TRHS students will increase student performance by 7% (73-80) in approaches, by 6% (54-60) in meets, and by 5% (10-15) in masters from 2022 English 1 EOC scores and by 6% (84-90) in approaches, by 5% (70-75) in meets, and by 6% (9-15) in masters from 2022 English 2 EOC scores, as evidenced by the 2023 English 1 and 2 EOC results.

**Performance Objective 1:** TRHS instructional and support staff will continue to utilize The Fundamental Five strategies daily as the campus foundation for Tier 1 instruction and best practice to meet all students' needs. These strategies include:

- FRAMING THE LESSON: Providing students clear expectations, as it relates to the learning objective with daily reflection
- POWER ZONE: Checking for understanding, reinforcing positive behavior, and frequent and ongoing formative assessment
- PURPOSEFUL, SMALL-GROUP TALK: Facilitating student discourse and providing students an opportunity to review, discuss, and predict
- RECOGNIZE & REINFORCE: Recognizing successes and reinforcing desired behaviors, engagement, and completed products/expectations
- WRITING CRITICALLY: Demonstrating daily understanding of the identified learning objective through a variety of intentional writing activities (comparisons, summaries, mind maps, graphic organizers, exit tickets, short-answer responses, and/or essays)

## High Priority

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY, Jan. MOY, & May EOY)

TEA interim assessment results

District benchmark results (Jan./Feb.)

Progress monitoring assessment results (PMAs)

Campus, teacher-created curriculum checkpoints/tests/common formative assessments grades

English 1 EOC results

English 2 EOC results





Lesson plans

Professional learning communities (PLCs)

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will provide professional development to all campus staff to support Tier 1, Tier 2, and Tier 3 essential standards instruction, classroom discourse, open-ended questioning, feedback opportunities, and critical writing junctures. TRHS will utilize strategies provided by the Fundamental Five.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' scores on national, state, district, and campus assessments will increase.,</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach Department chairs Counselors Teachers, especially English dept. Campus personnel</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Personnel - Instructional Coach (25%) - 211 Title I, Part A - \$17,250, English PD/PL Training Materials/Resources - 211 Title I, Part A - \$15,121</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will execute a standardized PLC process to review data, support instructional planning with any necessary corrective instruction, and monitor all students' progress, including at-risk, special education, and emergent bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Administrators and teachers will work collaboratively to both improve their teaching skills and students' academic performance. Administrators will conduct at least 10 instructional walkthroughs in alignment with T-TESS and Fundamental Five. Instructional walkthroughs will provide a continuous feedback cycle to help teachers improve instructional delivery and practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach Department chairs Teachers, especially English dept.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> TRHS will implement a variety of instructional strategies that focus on providing opportunities to use activities and materials in a collaborative effort to promote differentiation for all students (i.e. Flipgrid, Nearpod, Kahoot, Quizizz, Quizlet, Gimkit, etc.), including at-risk, special education, and emergent bilingual students. TRHS will utilize strategies provided by the foundation of Fundamental Five, especially Talk, Read, Talk, Write and Lead4Ward's instructional strategies movement and discourse playlist.</p> <p><b>Strategy's Expected Result/Impact:</b> All students (including at-risk, special education, and emergent bilingual students) will receive tailored instructional support that matches their student needs and is designed to meet their specific student learning goals and plans, as well as support small group instruction within the classroom, so that each student is demonstrating progressive growth in their English academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Instructional coach  Department chairs  Counselors  Teachers, especially English dept.  Special education master list teachers/case managers  ESL teacher  Campus personnel</p> <p><b>Title I:</b>  2.4, 2.6</p> <p>- <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> TRHS will employ a multi-tiered system of support (MTSS) process to provide quality Tier 2 and Tier 3 essential standards academic support to all students, including at-risk, special education, and emergent bilingual students. TRHS will deliver accelerated instruction weekly every Monday and Wednesday afternoon throughout the school year, in alignment and compliance with House Bill (HB) 4545. TRHS students were pre-identified and enrolled in daily, strategically master-scheduled English, math, science, and social studies P.R.I.D.E.+ advisory classes, if they were unsuccessful on a STAAR or EOC assessment in the prior, 2021-22 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive a more personalized level of instruction through additional attention, focus, and support by adjusting the pace of instruction, as it relates to individual needs. Students will be provided additional opportunities for intervention during P.R.I.D.E.+ advisory periods, so that English academic skill gaps will be filled and overall English academic performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach Department chairs Counselors Teachers, especially English dept. MTSS coordinator Special education master list teachers/case managers ESL teacher Campus personnel</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Personnel - Instructional Coach (25%) - 211 Title I, Part A - \$17,250, MTSS (including HB4545 tutorials and addressing academics, attendance, &amp; behavior) Resources &amp; Materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$20,782.80, MTSS (including HB4545 tutorials and addressing academics, attendance, &amp; behavior) Personnel - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$83,131.20</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a gap in learning for special education students in comparison to the general education population. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including coteach modeling and progress monitoring of student success criteria.</p>
<p><b>Problem Statement 2:</b> Special education and emergent bilingual students achieve fewer Meets and Masters levels compared to overall students. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.</p>

## School Processes & Programs

**Problem Statement 1:** Based upon feedback from the PBIS committee, there is a lack of follow-through and fidelity of campus-wide expectations, in regards to Tier 1 instructional practices and classroom management. **Root Cause:** As a new campus, accountability by the administration was lessened by the need to maintain safety, order, and security at various times throughout the school year, which often coincided with the need to build and assist teacher and staff capacity through challenging student conduct concerns.



**Goal 1:** By May 2023, TRHS students will increase student performance by 7% (73-80) in approaches, by 6% (54-60) in meets, and by 5% (10-15) in masters from 2022 English 1 EOC scores and by 6% (84-90) in approaches, by 5% (70-75) in meets, and by 6% (9-15) in masters from 2022 English 2 EOC scores, as evidenced by the 2023 English 1 and 2 EOC results.

**Performance Objective 2:** By May 2023, TRHS students will close the performance gap by 5% between special education and general education students in approaches, as evidenced by the 2022 English 1 and 2 EOC results. The 2021-22 school year's English 1 and 2 gap was 43% and 48%, respectively, and will decrease to 38% and 43%, respectively.

### **High Priority**

#### **HB3 Goal**

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY, Jan. MOY, & May EOY)

TEA interim assessment results

District benchmark results (Jan./Feb.)

Progress monitoring assessment results (PMAs)

Campus, teacher-created curriculum checkpoints/tests/common formative assessments grades

English 1 EOC results

English 2 EOC results

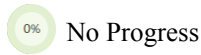
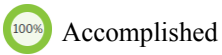
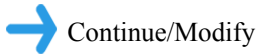

Lesson plans

Professional learning communities (PLCs)

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will provide professional development to all campus staff to support Tier 1, Tier 2, and Tier 3 essential standards instruction, IEP accommodations and goals progress monitoring, ARD process (including the difference in participation of a brief, progress, and review ARD meetings to revise students' specialized instructional needs for optimal student progress), co-teaching models with purposeful checks for understanding, and classroom implementation opportunities for ensuring processing and wait time with open-ended questioning, student discourse, and critical writing assignments. TRHS will utilize strategies provided by the Fundamental Five.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students' scores on national, state, district, and campus assessments will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach District silver track special education compliance coordinator Department chairs, esp. special education dept. Counselors Teachers, especially English dept. Diagnostician ARD Facilitator Special education master list teachers/case managers Campus personnel</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Special Education PD/PL Training Materials/Resources - 211 Title I, Part A - \$3,780.25</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will foster and intentionally plan for collaborative partnerships between the campus administrators, general education teachers, and the special education master list teachers/case managers through documented, weekly check-ins to discuss their special education students on a specific scheduled day of the week.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students' grades on academic course progress and report card grades will be more consistent and increase, showing evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach District silver track special education compliance coordinator Department chairs, esp. special education dept. Counselors Teachers, especially English dept. Diagnostician ARD Facilitator Special education master list teachers/case managers Campus personnel</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative		
	Nov	Feb	June

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a gap in learning for special education students in comparison to the general education population. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including coteach modeling and progress monitoring of student success criteria.</p>
<p><b>Problem Statement 2:</b> Special education and emergent bilingual students achieve fewer Meets and Masters levels compared to overall students. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.</p>

**Goal 1:** By May 2023, TRHS students will increase student performance by 7% (73-80) in approaches, by 6% (54-60) in meets, and by 5% (10-15) in masters from 2022 English 1 EOC scores and by 6% (84-90) in approaches, by 5% (70-75) in meets, and by 6% (9-15) in masters from 2022 English 2 EOC scores, as evidenced by the 2023 English 1 and 2 EOC results.

**Performance Objective 3:** By May 2023, TRHS students will close the performance gap by 5% between emergent bilingual and general education students in approaches, as evidenced by the 2022 English 1 and 2 EOC results. The 2021-22 school year's English 1 and 2 gap was 17% and 24%, respectively, and will decrease to 12% and 19%, respectively.

**High Priority**

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY, Jan. MOY, & May EOY)

TEA interim assessment results

District benchmark results (Jan./Feb.)

Progress monitoring assessment results (PMAs)

Campus, teacher-created curriculum checkpoints/tests/common formative assessments grades

English 1 EOC results

English 2 EOC results





Lesson plans

Professional learning communities (PLCs)

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will provide professional development to all campus staff to support Tier 1, Tier 2, and Tier 3 essential standards instruction, linguistic accommodations and LPAC progress monitoring, sheltered instructional strategies, including Lead4Ward's rehearsal and practice playlist, and classroom implementation opportunities for ensuring processing and wait time with open-ended questioning, student discourse, and critical writing assignments. TRHS will utilize strategies provided by the Fundamental Five.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilingual students' scores on national, state, district, and campus assessments will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach District director of bilingual and ESL curriculum &amp; instruction ESL teacher Counselors Teachers, especially English dept. Campus personnel</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Emergent Bilingual (EB) Student Incentives - 199 PIC 25 State Bilingual/ESL - \$250, Emergent Bilingual (EB) PD/PL Training Materials/Resources - 199 PIC 25 State Bilingual/ESL - \$625, Emergent Bilingual (EB) PD/PL Session Refreshments - 199 PIC 25 State Bilingual/ESL - \$125</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will foster and intentionally plan for collaborative partnerships between the campus administrators, general education teachers, and the ESL teacher through documented, grading period check-ins to discuss emergent bilingual students' academic and behavioral progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilingual students' grades on academic course progress and report card grades will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach District director of bilingual and ESL curriculum &amp; instruction ESL teacher Counselors Teachers, especially English dept. Campus personnel</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative		
	Nov	Feb	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a gap in learning for special education students in comparison to the general education population. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including coteach modeling and progress monitoring of student success criteria.</p>
<p><b>Problem Statement 2:</b> Special education and emergent bilingual students achieve fewer Meets and Masters levels compared to overall students. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.</p>

**Goal 2:** By May 2023, TRHS students will increase student performance by 10% (80-90) in approaches, by 6% (39-45) in meets, and by 6% (19-25) in masters, as evidenced by the 2023 Algebra 1 EOC results.

**Performance Objective 1:** TRHS instructional and support staff will continue to utilize The Fundamental Five strategies daily as the campus foundation for Tier 1 instruction and best practice to meet all students' needs. These strategies include:

- FRAMING THE LESSON: Providing students clear expectations, as it relates to the learning objective with daily reflection
- POWER ZONE: Checking for understanding, reinforcing positive behavior, and frequent and ongoing formative assessment
- PURPOSEFUL, SMALL-GROUP TALK: Facilitating student discourse and providing students an opportunity to review, discuss, and predict
- RECOGNIZE & REINFORCE: Recognizing successes and reinforcing desired behaviors, engagement, and completed products/expectations
- WRITING CRITICALLY: Demonstrating daily understanding of the identified learning objective through a variety of intentional writing activities (graphic organizers, exit tickets, or short answer responses, where the student must demonstrate knowledge by explaining a mathematical relationship, a problem-solving method, how they accomplished their thinking process, etc.)

### **High Priority**

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY, Jan. MOY, & May EOY)

TEA interim assessment results

District benchmark results (Jan./Feb.)

Progress monitoring assessment results (PMAs)

Campus, teacher-created curriculum checkpoints/tests/common formative assessments grades

Algebra 1 EOC results

Lesson plans





Professional learning communities (PLCs)

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will provide professional development to all campus staff to support Tier 1, Tier 2, and Tier 3 essential standards instruction, classroom discourse, open-ended questioning, feedback opportunities, and critical writing junctures. TRHS will utilize strategies provided by the Fundamental Five.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' scores on national, state, district, and campus assessments will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach Department chairs Counselors Teachers, especially Math dept. Campus personnel</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Personnel - Instructional Coach (25%) - 211 Title I, Part A - \$17,250, Math PD/PL Training Materials/Resources - 211 Title I, Part A - \$7,560.50</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will execute a standardized PLC process to review data, support instructional planning with any necessary corrective instruction, and monitor all students' progress, including at-risk, special education, and emergent bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Administrators and teachers will work collaboratively to both improve their teaching skills and students' academic performance. Administrators will conduct at least 10 instructional walkthroughs in alignment with T-TESS and Fundamental Five. Instructional walkthroughs will provide a continuous feedback cycle to help teachers improve instructional delivery and practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach Department chairs Teachers, especially Math dept.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	June



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> TRHS will implement a variety of instructional strategies that focus on providing opportunities to use activities and materials in a collaborative effort to promote differentiation for all students (i.e. Flipgrid, Nearpod, Kahoot, Quizizz, Quizlet, Gimkit, etc.), including at-risk, special education, and emergent bilingual students. TRHS will utilize strategies provided by the foundation of Fundamental Five, especially Talk, Read, Talk, Write and Lead4Ward's instructional strategies movement and discourse playlist.</p> <p><b>Strategy's Expected Result/Impact:</b> All students (including at-risk, special education, and emergent bilingual students) will receive tailored instructional support that matches their student needs and is designed to meet their specific student learning goals and plans, as well as support small group instruction within the classroom, so that each student is demonstrating progressive growth in their English academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Instructional coach  Department chairs  Counselors  Teachers, especially Math dept.  Special education master list teachers/case managers  ESL teacher  Campus personnel</p> <p><b>Title I:</b>  2.4, 2.6</p> <p>- <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> TRHS will employ a multi-tiered system of support (MTSS) process to provide quality Tier 2 and Tier 3 essential standards academic support to all students, including at-risk, special education, and emergent bilingual students. TRHS will deliver accelerated instruction weekly every Monday and Wednesday afternoon throughout the school year, in alignment and compliance with House Bill (HB) 4545. TRHS students were pre-identified and enrolled in daily, strategically master scheduled English, math, science, and social studies P.R.I.D.E.+ advisory classes, if they were unsuccessful on a STAAR or EOC assessment in the prior, 2021-22 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive a more personalized level of instruction through additional attention, focus, and support by adjusting the pace of instruction, as it relates to individual needs. Students will be provided additional opportunities for intervention during P.R.I.D.E.+ advisory periods, so that English academic skill gaps will be filled and overall math academic performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach Department chairs Counselors Teachers, especially Math dept. MTSS coordinator Special education master list teachers/case managers ESL teacher Campus personnel</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Personnel - Instructional Coach (25%) - 211 Title I, Part A - \$17,250, MTSS (including HB4545 tutorials and addressing academics, attendance, &amp; behavior) Resources &amp; Materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$20,782.85, MTSS (including HB4545 tutorials and addressing academics, attendance, &amp; behavior) Personnel - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$41,565.60</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a gap in learning for special education students in comparison to the general education population. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including coteach modeling and progress monitoring of student success criteria.</p>
<p><b>Problem Statement 2:</b> Special education and emergent bilingual students achieve fewer Meets and Masters levels compared to overall students. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.</p>

## School Processes & Programs

**Problem Statement 1:** Based upon feedback from the PBIS committee, there is a lack of follow-through and fidelity of campus-wide expectations, in regards to Tier 1 instructional practices and classroom management. **Root Cause:** As a new campus, accountability by the administration was lessened by the need to maintain safety, order, and security at various times throughout the school year, which often coincided with the need to build and assist teacher and staff capacity through challenging student conduct concerns.

**Goal 2:** By May 2023, TRHS students will increase student performance by 10% (80-90) in approaches, by 6% (39-45) in meets, and by 6% (19-25) in masters, as evidenced by the 2023 Algebra 1 EOC results.

**Performance Objective 2:** By May 2023, TRHS students will close the performance gap by 5% between special education and general education students in approaches, as evidenced by the 2023 Algebra 1 EOC results. The 2021-22 school year's Algebra 1 gap was 33% and will decrease to 28%.

**High Priority**

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY, Jan. MOY, & May EOY)

TEA interim assessment results

District benchmark results (Jan./Feb.)

Progress monitoring assessment results (PMAs)

Campus, teacher-created curriculum checkpoints/tests/common formative assessments grades

Algebra 1 EOC results





Lesson plans

Professional learning communities (PLCs)

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will provide professional development to all campus staff to support Tier 1, Tier 2, and Tier 3 essential standards instruction, IEP accommodations and goals progress monitoring, ARD process (including the difference in participation of a brief, progress, and review ARD meetings to revise students' specialized instructional needs for optimal student progress), co-teaching models with purposeful checks for understanding, and classroom implementation opportunities for ensuring processing and wait time with open-ended questioning, student discourse, and critical writing assignments. TRHS will utilize strategies provided by the Fundamental Five.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students' scores on national, state, district, and campus assessments will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach District silver track special education compliance coordinator Department chairs, esp. special education dept. Counselors Teachers, especially Math dept. Diagnostician ARD Facilitator Special education master list teachers/case managers Campus personnel</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Special Education PD/PL Training Materials/Resources - 211 Title I, Part A - \$3,780.25</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will foster and intentionally plan for collaborative partnerships between the campus administrators, general education teachers, and the special education master list teachers/case managers through documented, weekly check-ins to discuss their special education students on a specific scheduled day of the week.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students' grades on academic course progress and report card grades will be more consistent and increase, showing evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach District silver track special education compliance coordinator Department chairs, esp. special education dept. Counselors Teachers, especially Math dept. Diagnostician ARD Facilitator Special education master list teachers/case managers Campus personnel</p> <p><b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative		
	Nov	Feb	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a gap in learning for special education students in comparison to the general education population. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including coteach modeling and progress monitoring of student success criteria.</p>
<p><b>Problem Statement 2:</b> Special education and emergent bilingual students achieve fewer Meets and Masters levels compared to overall students. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.</p>

**Goal 2:** By May 2023, TRHS students will increase student performance by 10% (80-90) in approaches, by 6% (39-45) in meets, and by 6% (19-25) in masters, as evidenced by the 2023 Algebra 1 EOC results.

**Performance Objective 3:** By May 2023, TRHS students will close the performance gap by 5% between emergent bilingual and general education students in approaches, as evidenced by the 2022 Algebra 1 EOC results. The 2021-22 school year's Algebra gap was 7% and will decrease to 2%.

**High Priority**

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY, Jan. MOY, & May EOY)

TEA interim assessment results

District benchmark results (Jan./Feb.)

Progress monitoring assessment results (PMAs)

Campus, teacher-created curriculum checkpoints/tests/common formative assessments grades

Algebra 1 EOC results

Lesson plans





Professional learning communities (PLCs)

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will provide professional development to all campus staff to support Tier 1, Tier 2, and Tier 3 essential standards instruction, linguistic accommodations, and LPAC progress monitoring, sheltered instructional strategies, including Lead4Ward's rehearsal and practice playlist, and classroom implementation opportunities for ensuring processing and wait time with open-ended questioning, student discourse, and critical writing assignments. TRHS will utilize strategies provided by the Fundamental Five.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilingual students' scores on national, state, district, and campus assessments will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach District director of bilingual and ESL curriculum &amp; instruction ESL teacher Counselors Teachers, especially Math dept. Campus personnel</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Emergent Bilingual (EB) Student Incentives - 199 PIC 25 State Bilingual/ESL - \$250, Emergent Bilingual (EB) PD/PL Training Materials/Resources - 199 PIC 25 State Bilingual/ESL - \$625, Emergent Bilingual (EB) PD/PL Session Refreshments - 199 PIC 25 State Bilingual/ESL - \$125</p>	Formative		
	Nov	Feb	June



Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will foster and intentionally plan for collaborative partnerships between the campus administrators, general education teachers, and the ESL teacher through documented, grading period check-ins to discuss emergent bilingual students' academic and behavioral progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilingual students' grades on academic course progress and report card grades will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional coach District director of bilingual and ESL curriculum &amp; instruction ESL teacher Counselors Teachers, especially Math dept. Campus personnel</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative		
	Nov	Feb	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a gap in learning for special education students in comparison to the general education population. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including coteach modeling and progress monitoring of student success criteria.</p>
<p><b>Problem Statement 2:</b> Special education and emergent bilingual students achieve fewer Meets and Masters levels compared to overall students. <b>Root Cause:</b> This can be attributed to a lack of differentiated instruction including scaffolding strategies and explicit vocabulary instruction.</p>

**Goal 3:** By May 2023, TRHS students will increase student support by 18% (57-75) in personal experience response statements and 18% (72-90) in school experience response statements as both individuals and learners, as evidenced by the end-of-year (EOY) social-emotional (SE) screener results, where students indicate they can find help for both personal and school problems, respectively.

**Performance Objective 1:** TRHS students will benefit from a well-rounded, aligned system of support that incorporates both academic and social-emotional needs.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Administrators

Counselors

Department chairs

Teachers


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TRHS will highly encourage and promote student participation in UIL or any school-sponsored organization, such as a student club, to improve student connection with the school, as evidenced by coach and school sponsor (activity) rosters reaching at least 80% of the student population.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate a marked improvement in their level of connectedness, based on the annual climate survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Coaches/Directors Club sponsors Skyward activity rosters Climate survey results</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> Student Club/Organizations Support, Materials, &amp; Resources - 211 Title I, Part A - \$10,000</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will increase the number of parent invitations and modes of communication for those invitations to campus engagement events.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent/guardian partnerships with the school in their student's education will increase by at least 10% throughout the school year, so that the home-school connection is strengthened, as evidenced by social media and weekly parent newsletter engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Coaches/Directors Club sponsors Skyward activity rosters School social media statistics (Twitter, Facebook, &amp; Instagram) Randle Recorder statistics</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Parent Engagement Event Invitations, Brochures, &amp; Agendas - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> TRHS will increase parent and community member participation at campus engagement events.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent/guardian partnerships with the school in their student's education will increase by at least 10% throughout the school year, so that their student feels supported in their efforts in both home and school environments, as evidenced by the number of parents and community members in attendance at campus events.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Coaches/Directors Club sponsors Sign-in sheets/QR code forms of campus event entry statistics Go Fan statistics</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Parent Engagement Event Refreshments - 199 PIC 25 State Bilingual/ESL - \$530, Parent Engagement Event Refreshments - 211 Title I, Part A - \$2,500, School-wide Language Translation Software - 199 PIC 25 State Bilingual/ESL - \$500, Parent Engagement Event Resources &amp; Materials - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> As a newer campus entering a 2nd school year with a comprised student population of 3 feeder patterns, it was evident some students have experienced trauma and need additional support, both academic and social-emotional. <b>Root Cause:</b> Randle HS is entering its 2nd school year, where it is comprised of 3 feeder patterns. There were some challenges experienced by students: difficulty adjusting to a new campus, the impact of COVID, a more significant than an average number of students retained in their educational history, and some students' primary residence being an RTC or emergency shelter.</p>
Perceptions
<p><b>Problem Statement 3:</b> 57% of students agree there is a teacher, counselor, or other staff member to whom they can go to for help with a personal problem. <b>Root Cause:</b> Randle HS is experiencing the aftermath of COVID, just as most other campuses, where students are re-identifying themselves, their values/goals, and school belonging/connectedness. During COVID, many students were disconnected from in-person, human connections (often finding pseudo-comfort in screens and being reserved); therefore, they are lacking in interpersonal skills and emotional expression.</p>

**Goal 3:** By May 2023, TRHS students will increase student support by 18% (57-75) in personal experience response statements and 18% (72-90) in school experience response statements as both individuals and learners, as evidenced by the end-of-year (EOY) social-emotional (SE) screener results, where students indicate they can find help for both personal and school problems, respectively.

**Performance Objective 2:** TRHS will develop a campus-based, trusted-adult program to supplement the guidance and counseling program.

**High Priority**

**Evaluation Data Sources:** Administrators

Counselors

Trusted adults (mentors)

Skyward activity rosters

Counselor Canvas course

PBIS meeting agendas and minutes

Character Counts lessons inventory during P.R.I.D.E.+





College and Career Facilitator (CCF)

Staff

L.A.M.P. volunteers

Climate survey results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will participate in a district-wide, character education program, Character Counts.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate a marked improvement in their level of connectedness, based on the annual climate survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Teachers Staff Climate survey results</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 3</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> A campus PBIS (Positive Behavioral Interventions and Supports) program will be implemented on the campus, P.R.I.D.E.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate a marked improvement in their level of connectedness, based on the annual climate survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Campus Leadership Team (CLT) Teachers Staff PBIS committee Climate survey results</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2 - Perceptions 3</p> <p><b>Funding Sources:</b> PBIS Incentives - Tokens &amp; School Store - 211 Title I, Part A - \$2,500, Trusted Adult Program (Transportation &amp; Monthly Resources) - 211 Title I, Part A - \$5,000, PBIS Rewards - Honor Roll Certificates &amp; T-Shirts - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$2,500</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Based upon feedback from the PBIS committee, there is a lack of follow-through and fidelity of campus-wide expectations, in regards to Tier 1 instructional practices and classroom management. <b>Root Cause:</b> As a new campus, accountability by the administration was lessened by the need to maintain safety, order, and security at various times throughout the school year, which often coincided with the need to build and assist teacher and staff capacity through challenging student conduct concerns.</p>
<p><b>Problem Statement 2:</b> As a newer campus entering a 2nd school year with a comprised student population of 3 feeder patterns, it was evident some students have experienced trauma and need additional support, both academic and social-emotional. <b>Root Cause:</b> Randle HS is entering its 2nd school year, where it is comprised of 3 feeder patterns. There were some challenges experienced by students: difficulty adjusting to a new campus, the impact of COVID, a more significant than an average number of students retained in their educational history, and some students' primary residence being an RTC or emergency shelter.</p>
Perceptions
<p><b>Problem Statement 3:</b> 57% of students agree there is a teacher, counselor, or other staff member to whom they can go to for help with a personal problem. <b>Root Cause:</b> Randle HS is experiencing the aftermath of COVID, just as most other campuses, where students are re-identifying themselves, their values/goals, and school belonging/connectedness. During COVID, many students were disconnected from in-person, human connections (often finding pseudo-comfort in screens and being reserved); therefore, they are lacking in interpersonal skills and emotional expression.</p>





**Goal 3:** By May 2023, TRHS students will increase student support by 18% (57-75) in personal experience response statements and 18% (72-90) in school experience response statements as both individuals and learners, as evidenced by the end-of-year (EOY) social-emotional (SE) screener results, where students indicate they can find help for both personal and school problems, respectively.

**Performance Objective 3:** TRHS students will have an informed, four-year graduation plan (100%).

**HB3 Goal**

**Evaluation Data Sources:** Administrators  
College and Career Facilitator (CCF)  
SchoolLinks reports  
Skyward reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 100% of TRHS 11th grade students will take the TSIA2.</p> <p><b>Strategy's Expected Result/Impact:</b> By requiring all 11th grade students to complete the TSIA2, it increases the likelihood they will be eligible to enroll in any dual credit course offered on the campus, as well as allow for a satisfactory TSIA2 score to substitute for STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Testing coordinator Counselors Teachers Staff</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> TSIA2 Exams (400 Count @ \$29/student) - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$11,600</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TRHS will increase the number of students participating in taking the AP (advanced placement) exams, as well as the student enrollment in OnRamps and dual credit courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their enrollment in OnRamps and dual credits by 30% since last school year, and at least 90% of students enrolled in AP courses will also take the associated AP exam.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Testing coordinator AP coordinator Dual credit/OnRamps coordinator Advanced Academics teachers</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> AP Exam Scholarships (278 total enrollment @ 25% of total w/\$101 cost) - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$7,019.50</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> TRHS will increase the number of students on track to complete their CTE pathway.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students will be on track.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors CTE Department Chair CTE Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> CTE Pathway Support - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$10,000</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>			



**Performance Objective 3 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** As a newer campus entering a 2nd school year with a comprised student population of 3 feeder patterns, it was evident some students have experienced trauma and need additional support, both academic and social-emotional. **Root Cause:** Randle HS is entering its 2nd school year, where it is comprised of 3 feeder patterns. There were some challenges experienced by students: difficulty adjusting to a new campus, the impact of COVID, a more significant than an average number of students retained in their educational history, and some students' primary residence being an RTC or emergency shelter.

# State Compensatory

## Budget for Randle High School

**Total SCE Funds:** \$197,381.95

**Total FTEs Funded by SCE:** 2.86

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

As of 10/16/2022, 154 emergent bilingual (EB) students are supported by the EB teacher/coach (1 FTE). As of 10/16/2022, 63 students are supported by a credit restoration teacher part-time (.86 total FTE) for approximately 90 failed credit hours. Also, as of 10/16/2022, those same 63 students have a consistent, full-time paraprofessional (1 FTE) who acts as a liaison between the students and content area teachers to ensure students are on track to earn class credit.

## Personnel for Randle High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brooks Haack	ISS Teacher (Credit Restoration Teacher)	0.43
Raquel McNeal	P.E. Teacher (Credit Restoration Teacher)	0.43
Tanesha Turner	English Teacher (EB Coach)	1
Vicki Garcia	Credit Restoration Aide	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tasha Kinney	Instructional Coach	Title 1	1

# Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	John Montelongo	Principal
Other Campus Leader	Katrina Guillory	Associate Principal
Other Campus Leader	Erika Bogarty	Assistant Principal (A - LL)
Other Campus Leader	Brian Randle	Campus Athletic Coordinator
Other Campus Leader	Tracy Walton	Instructional & Testing Coordinator
Nurse	Jennifer Folkens	Nurse
Paraprofessional	Roxanne Villafranco	Administrative Assistant to Principal
Non-classroom Professional	Willie Yarber	College and Career Facilitator (CCF)
School Resource Officer (SRO)	Phillip Jackson	LCISD Police Officer
Other Campus Leader	Eddie Jenkins	Assistant Principal (LO-Z)
Classroom Teacher	Travis Murnane	Special Education Department Chair

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	John Montelongo	Principal
Other Campus Leader	Katrina Guillory	Associate Principal
District-level Professional	Diane Parks	Silver & Maroon Track Area Superintendent
District-level Professional	Marva O'Neal	Director of Federal Programs
Other Campus Leader	Tracy Walton	Instructional & Testing Coordinator
Non-classroom Professional	Chandra White	Lead & 11th Grade Counselor
Paraprofessional	Roxanne Villafranco	Administrative Assistant to Principal
Classroom Teacher	Candice Brantley	English Department Chair
Classroom Teacher	LaTonya Chalmers	Math Department Chair
Classroom Teacher	Kenya Johnson	Science Department Chair
Classroom Teacher	Clifton Self	Social Studies Department Chair
Classroom Teacher	Samantha McManus	Fine Arts Department Chair
Classroom Teacher	Travis Murnane	Special Education Department Chair
Paraprofessional	Latisha Major	Attendance Clerk
District-level Professional	Sherryl Anthony	Wright JH Assistant Principal
Parent	Jac Norman	Parent
Parent	Leonard Garza	Parent
Community Representative	Marcus Lee	Community Representative
Community Representative	Milimo "Millie" Reed	Community Representative
Classroom Teacher	Saul Hernandez	LOTE Department Chair
Classroom Teacher	Phillip Thielemann	CTE Department Chair

# Student Support Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Other Campus Leader	Katrina Guillory	Associate Principal
Other Campus Leader	Erika Bogarty	Assistant Principal (A - LL)
Non-classroom Professional	Chandra White	Counselor
Classroom Teacher	Lashay Shotwell	English Teacher
Classroom Teacher	Travis Murnane	Math Teacher
Other Campus Leader	Eddie Jenkins	Assistant Principal (LO - Z)

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Personnel - Instructional Coach (25%)		\$17,250.00
1	1	1	English PD/PL Training Materials/Resources		\$15,121.00
1	1	4	Personnel - Instructional Coach (25%)		\$17,250.00
1	2	1	Special Education PD/PL Training Materials/Resources		\$3,780.25
2	1	1	Personnel - Instructional Coach (25%)		\$17,250.00
2	1	1	Math PD/PL Training Materials/Resources		\$7,560.50
2	1	4	Personnel - Instructional Coach (25%)		\$17,250.00
2	2	1	Special Education PD/PL Training Materials/Resources		\$3,780.25
3	1	1	Student Club/Organizations Support, Materials, & Resources		\$10,000.00
3	1	2	Parent Engagement Event Invitations, Brochures, & Agendas		\$5,000.00
3	1	3	Parent Engagement Event Refreshments		\$2,500.00
3	1	3	Parent Engagement Event Resources & Materials		\$5,000.00
3	2	2	Trusted Adult Program (Transportation & Monthly Resources)		\$5,000.00
3	2	2	PBIS Incentives - Tokens & School Store		\$2,500.00
<b>Sub-Total</b>					\$129,242.00
<b>Budgeted Fund Source Amount</b>					\$129,242.00
<b>+/- Difference</b>					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	MTSS (including HB4545 tutorials and addressing academics, attendance, & behavior) Resources & Materials		\$20,782.80
1	1	4	MTSS (including HB4545 tutorials and addressing academics, attendance, & behavior) Personnel		\$83,131.20
2	1	4	MTSS (including HB4545 tutorials and addressing academics, attendance, & behavior) Personnel		\$41,565.60
2	1	4	MTSS (including HB4545 tutorials and addressing academics, attendance, & behavior) Resources & Materials		\$20,782.85
3	2	2	PBIS Rewards - Honor Roll Certificates & T-Shirts		\$2,500.00

199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	TSIA2 Exams (400 Count @ \$29/student)		\$11,600.00
3	3	2	AP Exam Scholarships (278 total enrollment @ 25% of total w/\$101 cost)		\$7,019.50
3	3	3	CTE Pathway Support		\$10,000.00
<b>Sub-Total</b>					\$197,381.95
<b>Budgeted Fund Source Amount</b>					\$197,381.95
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Emergent Bilingual (EB) PD/PL Training Materials/Resources		\$625.00
1	3	1	Emergent Bilingual (EB) Student Incentives		\$250.00
1	3	1	Emergent Bilingual (EB) PD/PL Session Refreshments		\$125.00
2	3	1	Emergent Bilingual (EB) PD/PL Session Refreshments		\$125.00
2	3	1	Emergent Bilingual (EB) PD/PL Training Materials/Resources		\$625.00
2	3	1	Emergent Bilingual (EB) Student Incentives		\$250.00
3	1	3	Parent Engagement Event Refreshments		\$530.00
3	1	3	School-wide Language Translation Software		\$500.00
<b>Sub-Total</b>					\$3,030.00
<b>Budgeted Fund Source Amount</b>					\$3,030.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$329,653.95
<b>Grand Total Spent</b>					\$329,653.95
<b>+/- Difference</b>					\$0.00



# Addendums

# **Dr. Thomas E. Randle High School**



## **Site-Based Decision-Making Committee Meeting**

Campus Needs Assessment - Data Review

May 27, 2022

8 a.m.

# Lamar Consolidated ISD Strategic Plan



## **Evolve the Student Learning Experience**

As the needs of employers continue to evolve, it is critical that our educators are equipped with the best possible tools, technology and resources to prepare Lamar CISD students for their future life and careers.

## **Equip Students with Knowledge and Skills to Succeed in a Changing World**

Ensure Lamar CISD graduates have effective critical thinking, problem solving and communications skills in order to be successful in professional and personal relationships.

## **Promote a Safe and Healthy Environment**

The District should ensure that facilities are safe and up-to-date and that students and staff have access to an increased number of high-quality mental health supports.

## **Plan for Rapid Growth While Preserving District Culture**

The District should work to maintain the “small-town feel” of Lamar CISD that is valued in the community by maintaining neighborhood schools and feeder pattern alignment. The District should also ensure consistent, proactive communication with stakeholders.

## **Focus on Talent**

The District should ensure they're attracting and retaining top talent by maintaining competitive salary and benefits, as well as investing in professional learning opportunities for staff.



# Mission Statement

At Dr. Thomas E. Randle High School, we are dedicated to creating a tradition of excellence in all that we do, while providing a relevant and high-quality education.

# Vision Statement

Dr. Thomas E. Randle High School will empower students to acquire, demonstrate, articulate, and value the knowledge and skills that will support them, as life-long learners while contributing to a global society.



# Purpose of Site-Based Decision-Making Committee

Site-based decision-making implementation has been mandated for all Texas school districts since 1992.

Site-based decision making is a process for decentralizing decisions to **improve the educational outcomes** at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.



**Where Are We?**

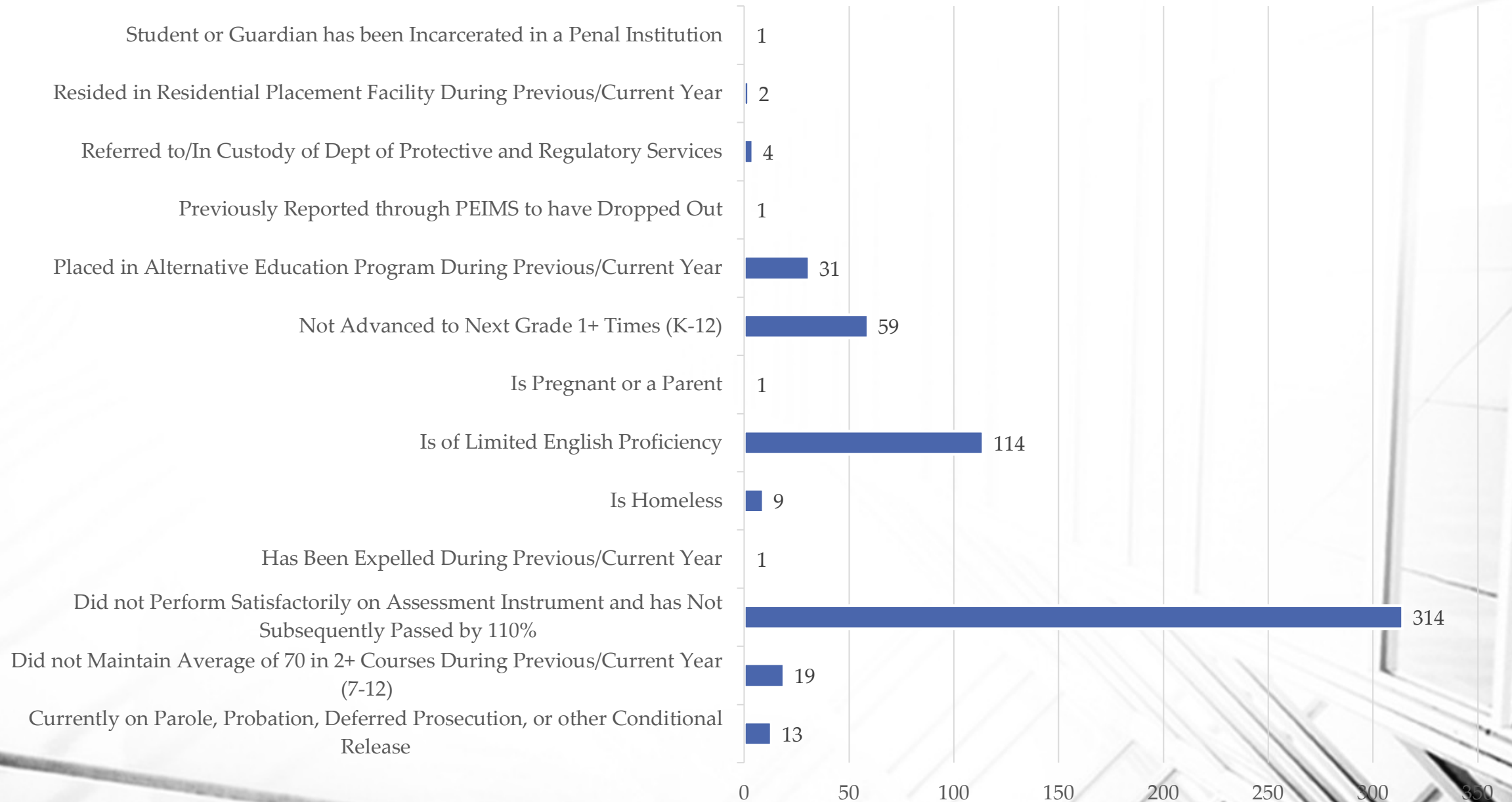
here &  
Now

# Agenda of Data Sources

- Demographics
- Attendance
- Discipline
- MAP Data (BOY - Sept. 2021 & MOY - Jan. 2022)
- Benchmark Data (Jan./Feb. 2022)
- Spring 2022 EOC Preliminary Scores  
(\*excluding English 1 & 2)
- Climate Survey (Dec. 2021)



# At-Risk Indicators (as of December 2021)





## Student Attendance (from March 2022 to date)

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
91.1%	91.5%

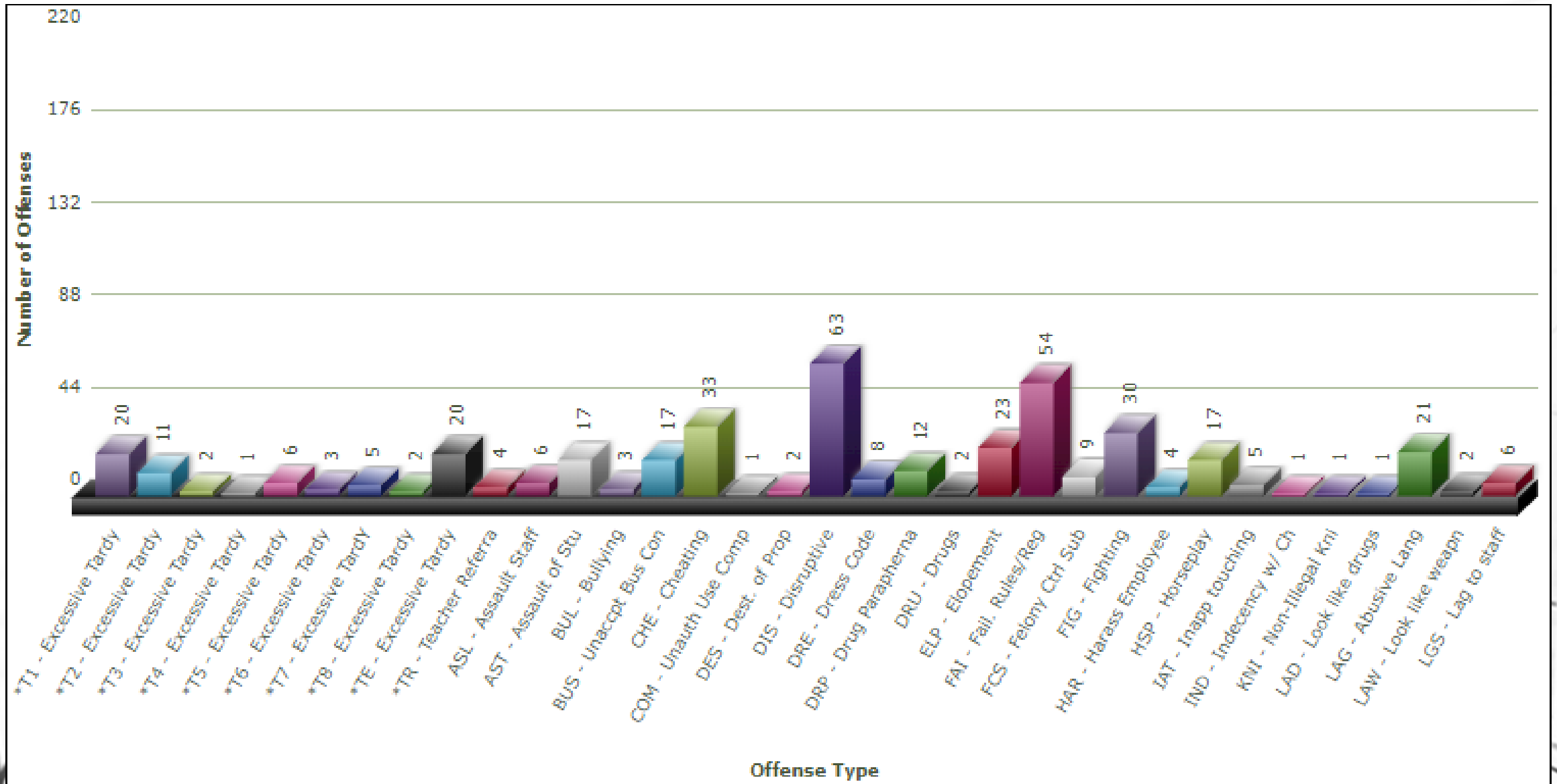
## Student Attendance (from August 2021 to Jan 2022)

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
94.2%	94.3%

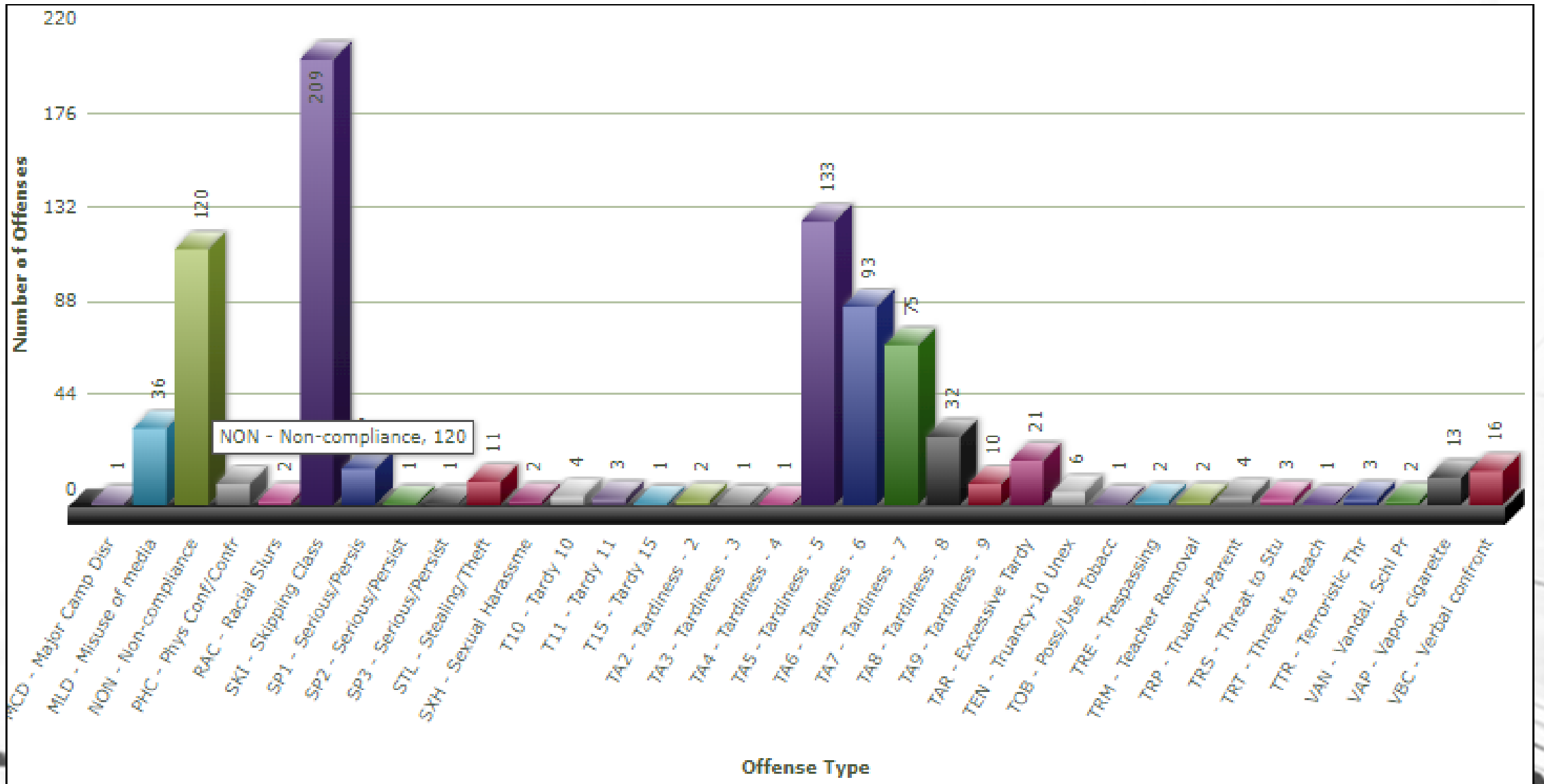
# Staff Attendance

Month	Avg # of Days Missed
August	3.5
September	10.2
October	12.6
November	9.3
December	7.2
January	16.1
February	13.3
March	12.3
April	15.1
May (to date)	14.2

# Discipline



# Discipline Cont.



# BOY MAP Data



## Grade Report

Grade 9

Term: Fall 2021-2022  
 District: Lamar CISD  
 School: RANDLE H S

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Weeks of Instruction: 1 (Fall 2021)  
 Grouping: None  
 Small Group Display: No

### Math: Algebra 1

Growth: Algebra 1 TX 2012 / TX Essential Knowledge and Skills Mathematics: 2012

Summary	
Total Number of Students With Valid Growth Scores	306
Mean RIT Score	226.4
Standard Deviation	13.8
District Grade-Level Mean RIT	226.5
Students At or Above District Grade-Level Mean RIT	157
Grade-Level Mean RIT	230.9
Students At or Above Grade-Level Mean RIT	128

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Algebra 1 TX 2012 / TX Essential Knowledge and Skills Mathematics: 2012	74	24%	83	27%	64	21%	56	18%	29	9%	226-226-227	13.8
<b>Instructional Area RIT Range</b>												
Write & Solve Linear Functions, Equations, & Inequalities	95	31%	69	23%	58	19%	47	15%	37	12%	224-225-226	18
Quadratic and Exponential Functions and Equations	57	19%	95	31%	73	24%	52	17%	29	9%	227-228-229	12.4
Number and Algebraic Methods	72	24%	36	12%	71	23%	85	28%	42	14%	228-229-230	16.7
Describe & Graph Linear Functions, Equations, & Inequalities	85	28%	87	28%	62	20%	45	15%	27	9%	224-225-226	15.4

# BOY MAP Data



## Grade Report

Grade 10

Term: Fall 2021-2022  
 District: Lamar CISD  
 School: RANDLE H S

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Weeks of Instruction: 1 (Fall 2021)  
 Grouping: None  
 Small Group Display: No

### Math: Algebra 1

#### Growth: Algebra 1 TX 2012 / TX Essential Knowledge and Skills Mathematics: 2012

Summary	
Total Number of Students With Valid Growth Scores	8
Mean RIT Score	*
Standard Deviation	*
District Grade-Level Mean RIT	221
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	230.9
Students At or Above Grade-Level Mean RIT	*

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Algebra 1 TX 2012 / TX Essential Knowledge and Skills Mathematics: 2012	1	13%	4	50%	1	13%	1	13%	1	13%	*	*
<b>Instructional Area RIT Range</b>												
Write & Solve Linear Functions, Equations, & Inequalities	3	38%	2	25%	2	25%	0	0%	1	13%	*	*
Quadratic and Exponential Functions and Equations	1	13%	2	25%	4	50%	1	13%	0	0%	*	*
Number and Algebraic Methods	2	25%	2	25%	1	13%	0	0%	3	38%	*	*
Describe & Graph Linear Functions, Equations, & Inequalities	1	13%	2	25%	2	25%	2	25%	1	13%	*	*

# BOY MAP Data



## Grade Report

Grade 9

Term: Fall 2021-2022  
 District: Lamar CISD  
 School: RANDLE H S

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Weeks of Instruction: 1 (Fall 2021)  
 Grouping: None  
 Small Group Display: No

### Math: Geometry

#### Growth: Geometry TX 2012 / TX Essential Knowledge and Skills Mathematics: 2012

Summary	
Total Number of Students With Valid Growth Scores	64
Mean RIT Score	235.2
Standard Deviation	13.2
District Grade-Level Mean RIT	240.4
Students At or Above District Grade-Level Mean RIT	20
Grade-Level Mean RIT	234.7
Students At or Above Grade-Level Mean RIT	35

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Geometry TX 2012 / TX Essential Knowledge and Skills Mathematics: 2012	10	16%	9	14%	19	30%	16	25%	10	16%	234-235-237	13.2
<b>Instructional Area RIT Range</b>												
Logic, Circles, and Probability	13	20%	14	22%	18	28%	11	17%	8	13%	230-232-233	14.6
Two-Dimensional and Three-Dimensional Figures	5	8%	11	17%	18	28%	17	27%	13	20%	237-239-241	14.4
Coordinate and Transformational Geometry	13	20%	12	19%	11	17%	11	17%	17	27%	234-236-238	17.1
Proof, Congruence, Similarity, and Trigonometry	13	20%	11	17%	18	28%	15	23%	7	11%	232-234-235	13.4



# BOY MAP Data



## Grade Report

Grade 10

Term: Fall 2021-2022  
 District: Lamar CISD  
 School: RANDLE H S

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Weeks of Instruction: 1 (Fall 2021)  
 Grouping: None  
 Small Group Display: No

Math: Geometry

Growth: Geometry TX 2012 / TX Essential Knowledge and Skills Mathematics: 2012

Summary	
Total Number of Students With Valid Growth Scores	210
Mean RIT Score	225.6
Standard Deviation	13.5
District Grade-Level Mean RIT	227.6
Students At or Above District Grade-Level Mean RIT	100
Grade-Level Mean RIT	234.7
Students At or Above Grade-Level Mean RIT	62

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Geometry TX 2012 / TX Essential Knowledge and Skills Mathematics: 2012	80	38%	48	23%	44	21%	32	15%	6	3%	225-226-227	13.5
<b>Instructional Area RIT Range</b>												
Logic, Circles, and Probability	90	43%	42	20%	40	19%	30	14%	8	4%	223-224-225	15.4
Two-Dimensional and Three-Dimensional Figures	77	37%	41	20%	41	20%	39	19%	12	6%	226-227-228	15
Coordinate and Transformational Geometry	75	36%	45	21%	45	21%	28	13%	17	8%	226-227-228	15
Proof, Congruence, Similarity, and Trigonometry	82	39%	56	27%	34	16%	31	15%	7	3%	223-224-225	14.8



# BOY MAP Data



## Grade Report

Grade 10

Term: Fall 2021-2022  
 District: Lamar CISD  
 School: RANDLE H S

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Weeks of Instruction: 1 (Fall 2021)  
 Grouping: None  
 Small Group Display: No

Math: Algebra 2

Growth: Algebra 2 TX 2012 / TX Essential Knowledge and Skills Mathematics: 2012

Summary	
Total Number of Students With Valid Growth Scores	50
Mean RIT Score	255.9
Standard Deviation	11.2
District Grade-Level Mean RIT	251.1
Students At or Above District Grade-Level Mean RIT	35
Grade-Level Mean RIT	240.8
Students At or Above Grade-Level Mean RIT	45

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Algebra 2 TX 2012 / TX Essential Knowledge and Skills Mathematics: 2012	1	2%	0	0%	10	20%	9	18%	30	60%	254-256-258	11.2
<b>Instructional Area RIT Range</b>												
Other Functions, Equations, Inequalities, and Systems	1	2%	5	10%	7	14%	13	26%	24	48%	252-254-256	14.5
Number and Algebraic Methods	0	0%	1	2%	9	18%	15	30%	25	50%	254-256-257	11.1
Quadratic, Square Root, Exponential, and Logarithmic Functions	0	0%	4	8%	7	14%	9	18%	30	60%	256-258-260	13.2
Function Attributes, Inverses, and Data	1	2%	4	8%	7	14%	7	14%	31	62%	254-256-258	13.4

# BOY MAP Data



## Grade Report

Grade 9

Term: Fall 2021-2022  
 District: Lamar CISD  
 School: RANDLE H S

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Weeks of Instruction: 1 (Fall 2021)  
 Grouping: None  
 Small Group Display: No

### Language Arts: Reading

Growth: Reading 6+ TX 2017 / TX Essential Knowledge and Skills Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	389
Mean RIT Score	213.6
Standard Deviation	18.6
District Grade-Level Mean RIT	219.7
Students At or Above District Grade-Level Mean RIT	162
Grade-Level Mean RIT	218.5
Students At or Above Grade-Level Mean RIT	175

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 6+ TX 2017 / TX Essential Knowledge and Skills Language Arts: 2017	93	24%	77	20%	93	24%	96	25%	30	8%	213-214-215	18.6
<b>Instructional Area RIT Range</b>												
Author's Purpose and Craft	105	27%	71	18%	87	22%	86	22%	40	10%	212-213-214	20
Multiple Genres	110	28%	65	17%	95	24%	88	23%	31	8%	211-212-213	19.8
Foundational Language Skills: Vocabulary	80	21%	64	16%	103	26%	98	25%	44	11%	215-216-217	18.6

# BOY MAP Data



## Grade Report

Grade 10

Term: Fall 2021-2022  
 District: Lamar CISD  
 School: RANDLE H S

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Weeks of Instruction: 1 (Fall 2021)  
 Grouping: None  
 Small Group Display: No

### Language Arts: Reading

Growth: Reading 6+ TX 2017 / TX Essential Knowledge and Skills Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	271
Mean RIT Score	220.7
Standard Deviation	16.9
District Grade-Level Mean RIT	223.1
Students At or Above District Grade-Level Mean RIT	129
Grade-Level Mean RIT	221.1
Students At or Above Grade-Level Mean RIT	142

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 6+ TX 2017 / TX Essential Knowledge and Skills Language Arts: 2017	47	17%	42	15%	61	23%	80	30%	41	15%	220-221-222	16.9
<b>Instructional Area RIT Range</b>												
Author's Purpose and Craft	50	18%	42	15%	70	26%	75	28%	34	13%	219-220-221	18.4
Multiple Genres	52	19%	42	15%	77	28%	66	24%	34	13%	219-220-221	17
Foundational Language Skills: Vocabulary	39	14%	47	17%	56	21%	80	30%	49	18%	222-223-224	17.5

# BOY MAP Data



## Grade Report

Grade 9

Term: Fall 2021-2022  
 District: Lamar CISD  
 School: RANDLE H S

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Weeks of Instruction: 1 (Fall 2021)  
 Grouping: None  
 Small Group Display: No

Science: Life Sciences

Growth: Science 9-12 Biology TX 2017 / TX Essential Knowledge and Skills Science: 2017

Summary	
Total Number of Students With Valid Growth Scores	310
Mean RIT Score	211.8
Standard Deviation	13.5
District Grade-Level Mean RIT	218.6
Students At or Above District Grade-Level Mean RIT	96
Grade-Level Mean RIT	*
Students At or Above Grade-Level Mean RIT	*

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance Growth: Science 9-12 Biology TX 2017 / TX Essential Knowledge and Skills Science: 2017	0	0%	0	0%	0	0%	0	0%	0	0%	211-212-213	13.5

Instructional Area RIT Range												
Interdependence within Environmental Systems	0	0%	0	0%	0	0%	0	0%	0	0%	211-211-211	14.8
Mechanisms of Genetics; Biological Evolution and Classification	0	0%	0	0%	0	0%	0	0%	0	0%	211-211-211	14.6
Cell Structure and Function; Biological Processes and Systems	0	0%	0	0%	0	0%	0	0%	0	0%	213-213-213	13.8

# BOY MAP Data



## Grade Report

Grade 10

Term: Fall 2021-2022  
 District: Lamar CISD  
 School: RANDLE H S

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Weeks of Instruction: 1 (Fall 2021)  
 Grouping: None  
 Small Group Display: No

Science: Life Sciences

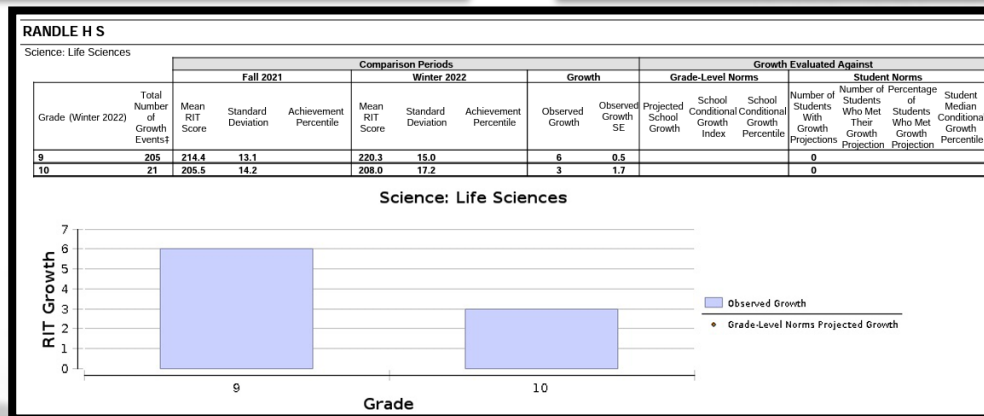
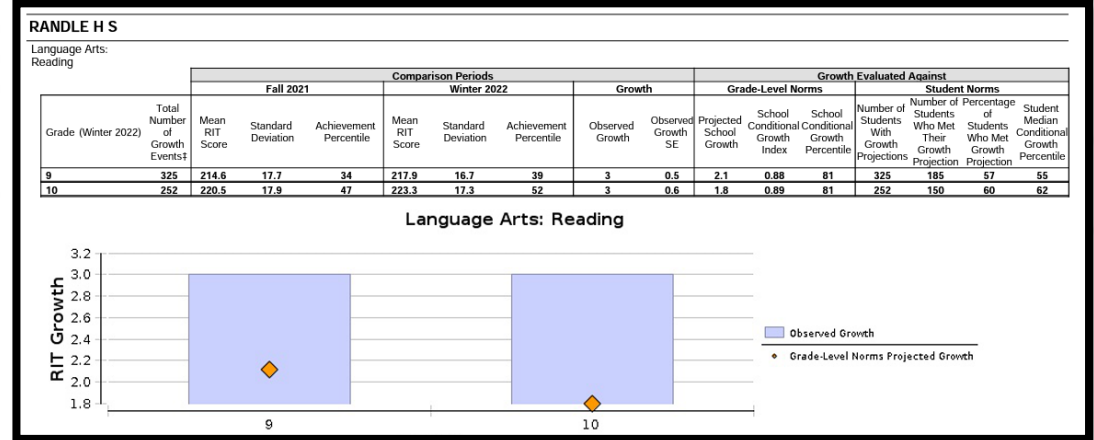
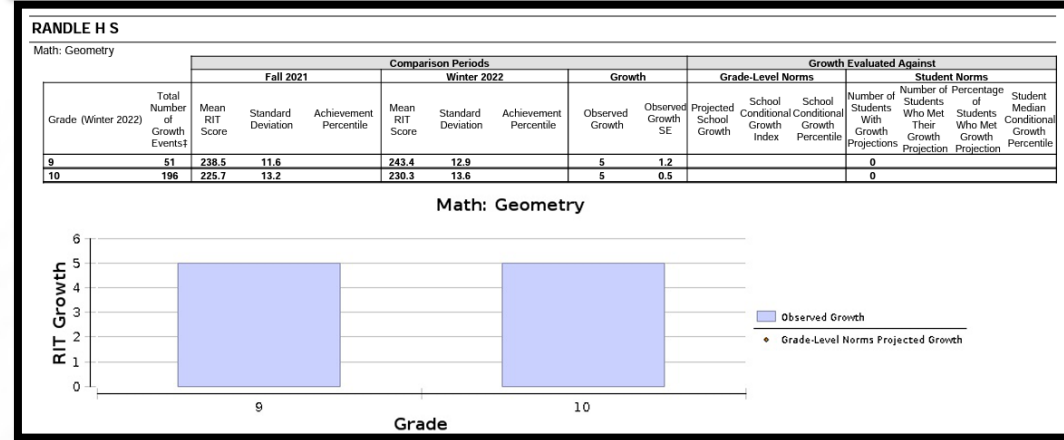
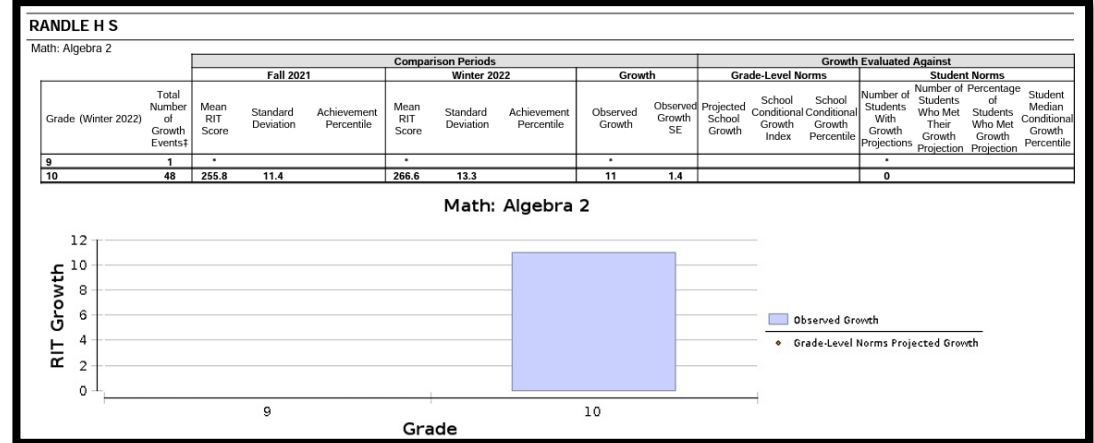
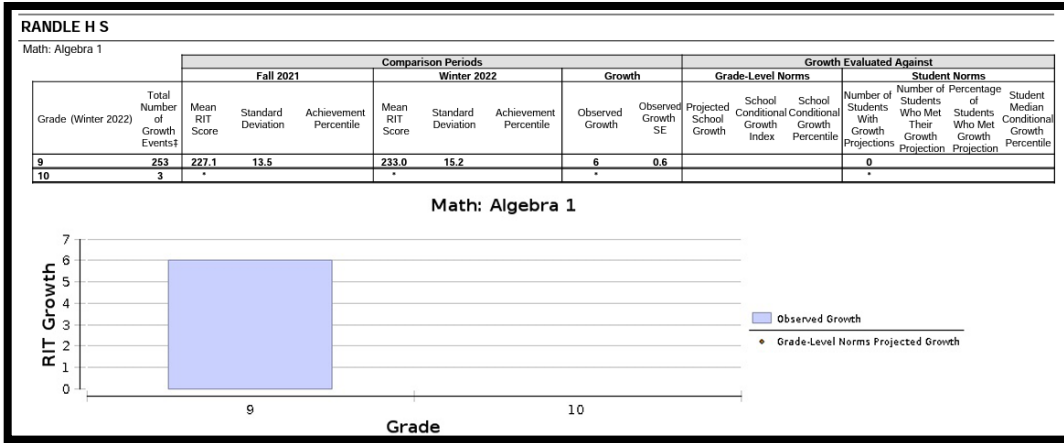
Growth: Science 9-12 Biology TX 2017 / TX Essential Knowledge and Skills Science: 2017

Summary	
Total Number of Students With Valid Growth Scores	25
Mean RIT Score	207.4
Standard Deviation	16.4
District Grade-Level Mean RIT	206.2
Students At or Above District Grade-Level Mean RIT	12
Grade-Level Mean RIT	*
Students At or Above Grade-Level Mean RIT	*

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Science 9-12 Biology TX 2017 / TX Essential Knowledge and Skills Science: 2017	0	0%	0	0%	0	0%	0	0%	0	0%	204-207-211	16.4

Instructional Area RIT Range												
Interdependence within Environmental Systems	0	0%	0	0%	0	0%	0	0%	0	0%	208-208-208	17.3
Mechanisms of Genetics; Biological Evolution and Classification	0	0%	0	0%	0	0%	0	0%	0	0%	205-205-205	21
Cell Structure and Function; Biological Processes and Systems	0	0%	0	0%	0	0%	0	0%	0	0%	209-209-209	14.3

# MOY MAP Data (Growth)





# Benchmark Data (Algebra 1)

	2022 Algebra I Benchmark					
	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
<b>Randle High School</b>	<b>331</b>	<b>23</b>	<b>42.59%</b>	<b>59.52%</b>	<b>16.62%</b>	<b>3.32%</b>
Economic Disadvantage	223	22	40.06%	55.61%	10.76%	2.24%
Asian	15	30	55.60%	73.33%	46.67%	20%
Black/African American	112	23	41.81%	57.14%	16.07%	2.68%
Hispanic	161	23	42.21%	61.49%	14.29%	2.48%
Two or More Races	12	22	40.58%	41.67%	25%	0%
White	31	23	41.84%	58.06%	12.90%	3.23%
Currently Emergent Bilingual	59	21	38.24%	55.93%	1.69%	0%
First Year of Monitoring	5	28	51%	60%	40%	0%
Second Year of Monitoring	2	22	41%	50%	0%	0%
Special Ed Indicator	46	15	28.33%	17.39%	0%	0%

# Benchmark Data (Biology 1)

	2022 Grade 9 Biology Science Benchmark					
	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
<b>Randle High School</b>	<b>420</b>	<b>31</b>	<b>61.26%</b>	<b>79.05%</b>	<b>52.38%</b>	<b>19.52%</b>
Economic Disadvantage	283	29	57.77%	75.97%	44.88%	14.49%
Asian	20	38	76.30%	95%	80%	45%
Black/African American	136	30	60.09%	75%	48.53%	19.12%
Hispanic	214	29	58.51%	77.10%	47.66%	14.95%
Two or More Races	12	33	66.17%	100%	58.33%	25%
White	38	36	71.42%	89.47%	76.32%	31.58%
Currently Emergent Bilingual	75	25	50.08%	68%	28%	4%
First Year of Monitoring	6	38	76%	100%	83.33%	33.33%
Second Year of Monitoring	4	30	59.50%	100%	50%	0%
Special Ed Indicator	59	21	42.34%	44.07%	16.95%	3.39%



# Benchmark Data (US History)

	2022 U.S. History Benchmark					
	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
<b>Randle High School</b>	<b>38</b>	<b>55</b>	<b>81.58%</b>	<b>97.37%</b>	<b>94.74%</b>	<b>65.79%</b>
Economic Disadvantage	22	53	77.77%	95.45%	90.91%	50%
Asian	5	62	91.60%	100%	100%	100%
Black/African American	15	52	76.27%	93.33%	93.33%	60%
Hispanic	14	57	84.50%	100%	92.86%	71.43%
Two or More Races	1	51	75%	100%	100%	0%
White	3	54	80%	100%	100%	33.33%
Currently Emergent Bilingual	1	46	68%	100%	100%	0%

# Spring 2022 (Preliminary Data – All, except English 1 & 2)



# Algebra 1

Did Not Meet	Approaches	Meets	Masters
<b>22.4%</b>	<b>76.6%</b>	<b>58.3%</b>	<b>18.3%</b>

Other information: 3 students absent (1%)

# Biology 1

Did Not Meet	Approaches	Meets	Masters
<b>17.3%</b>	<b>81.7%</b>	<b>54.7%</b>	<b>17.1%</b>

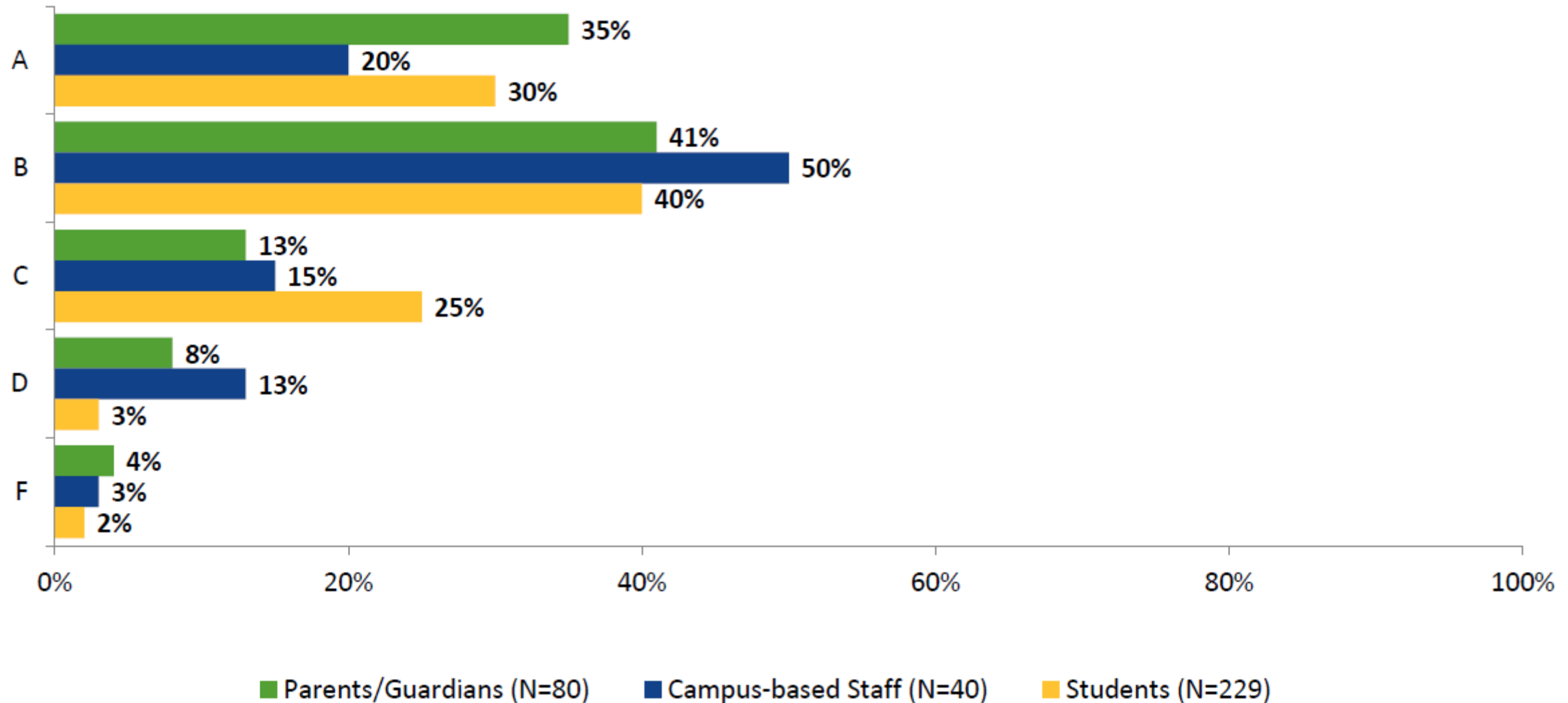
Other information: 3 students absent (1%)

## US History

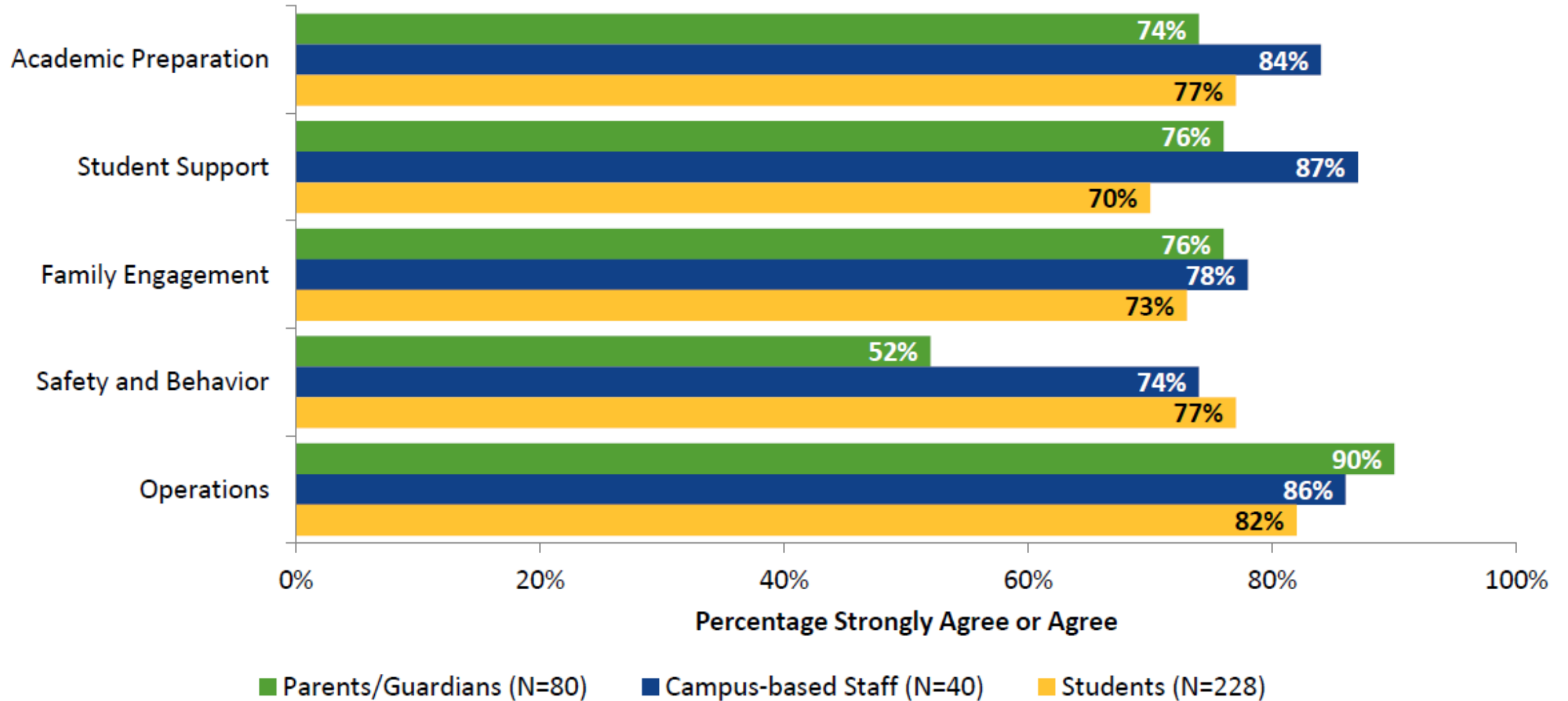
Did Not Meet	Approaches	Meets	Masters
0%	100%	94.9%	64.1%

# Overall Quality: Comparison by Participant Group

What grade would you give the overall quality of your student's school?



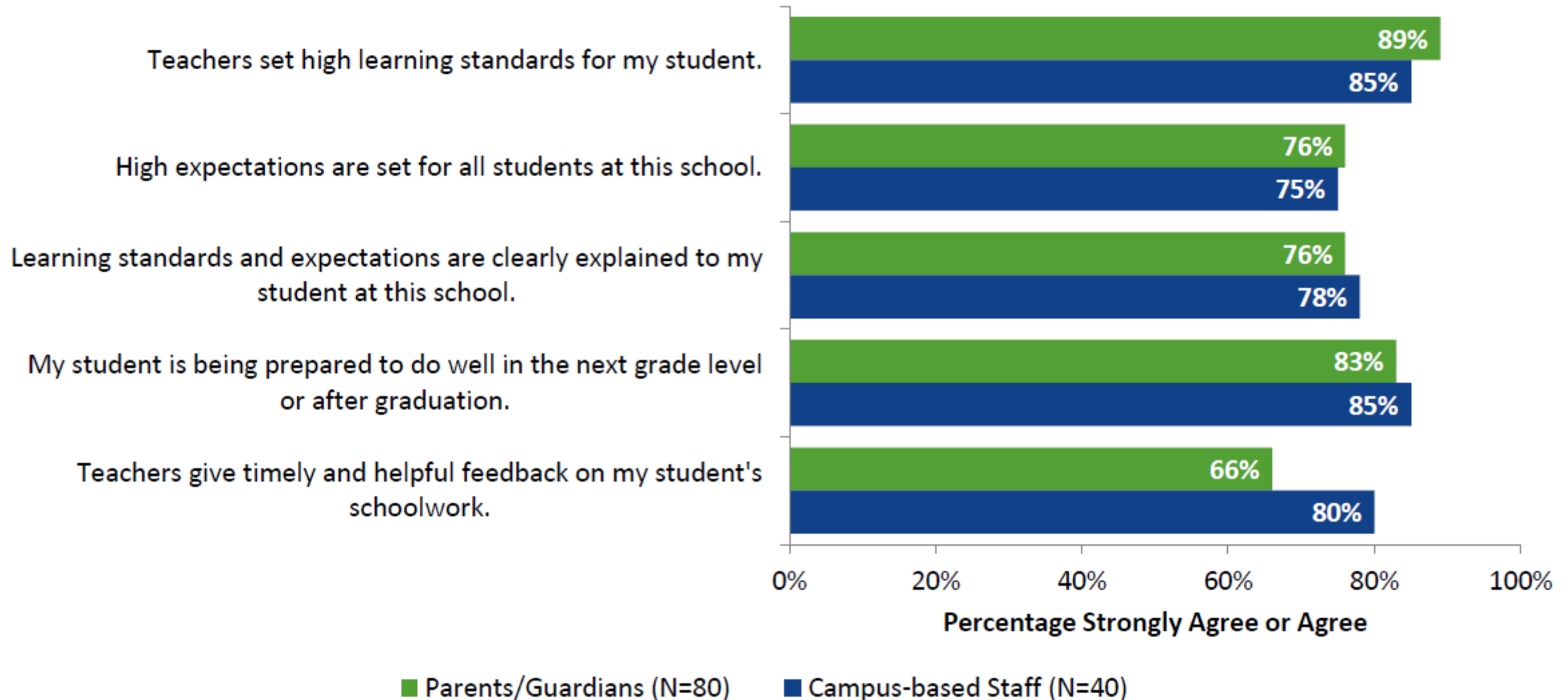
# Dimension Scores: Comparison by Participant Group





# Academic Preparation: Comparison by Participant Group

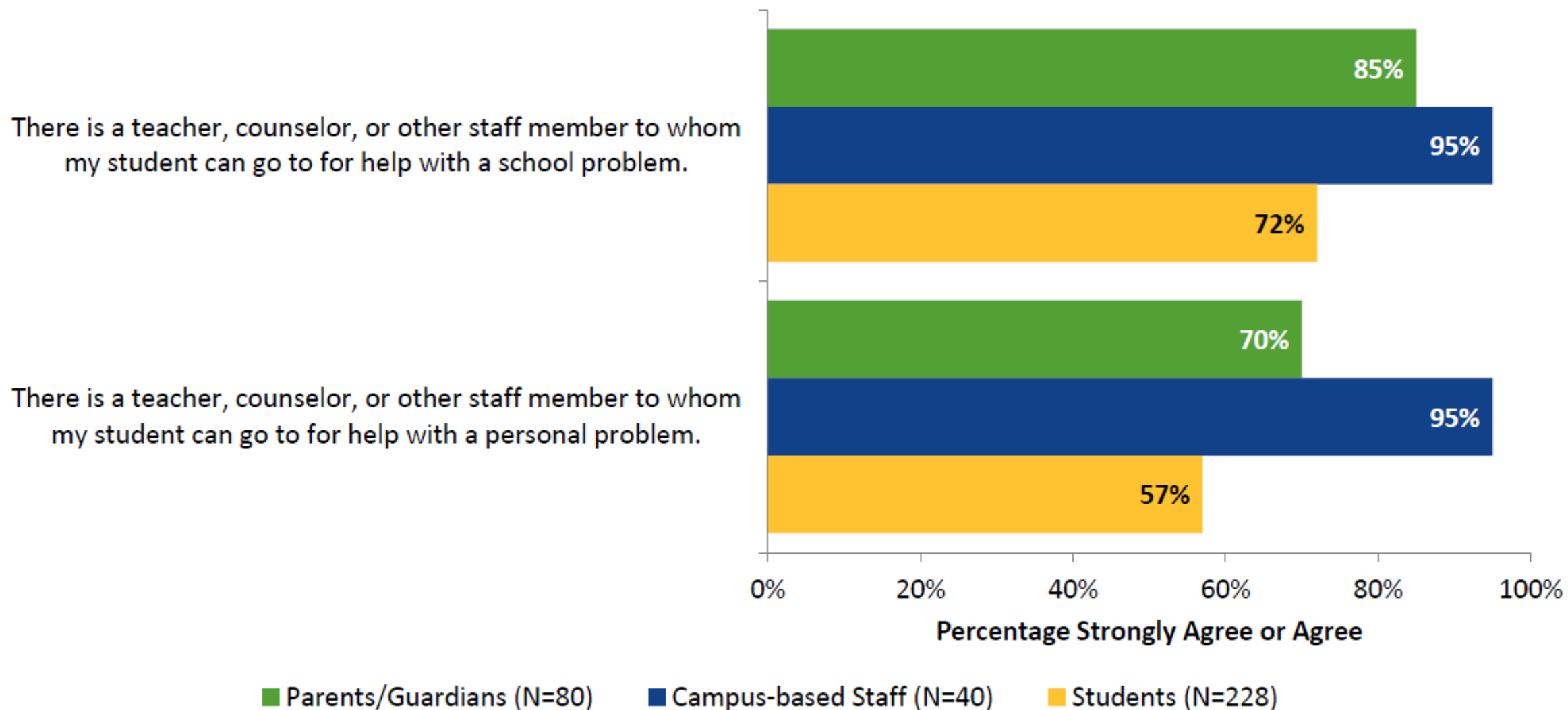
How strongly do you agree or disagree with each of the following statements?





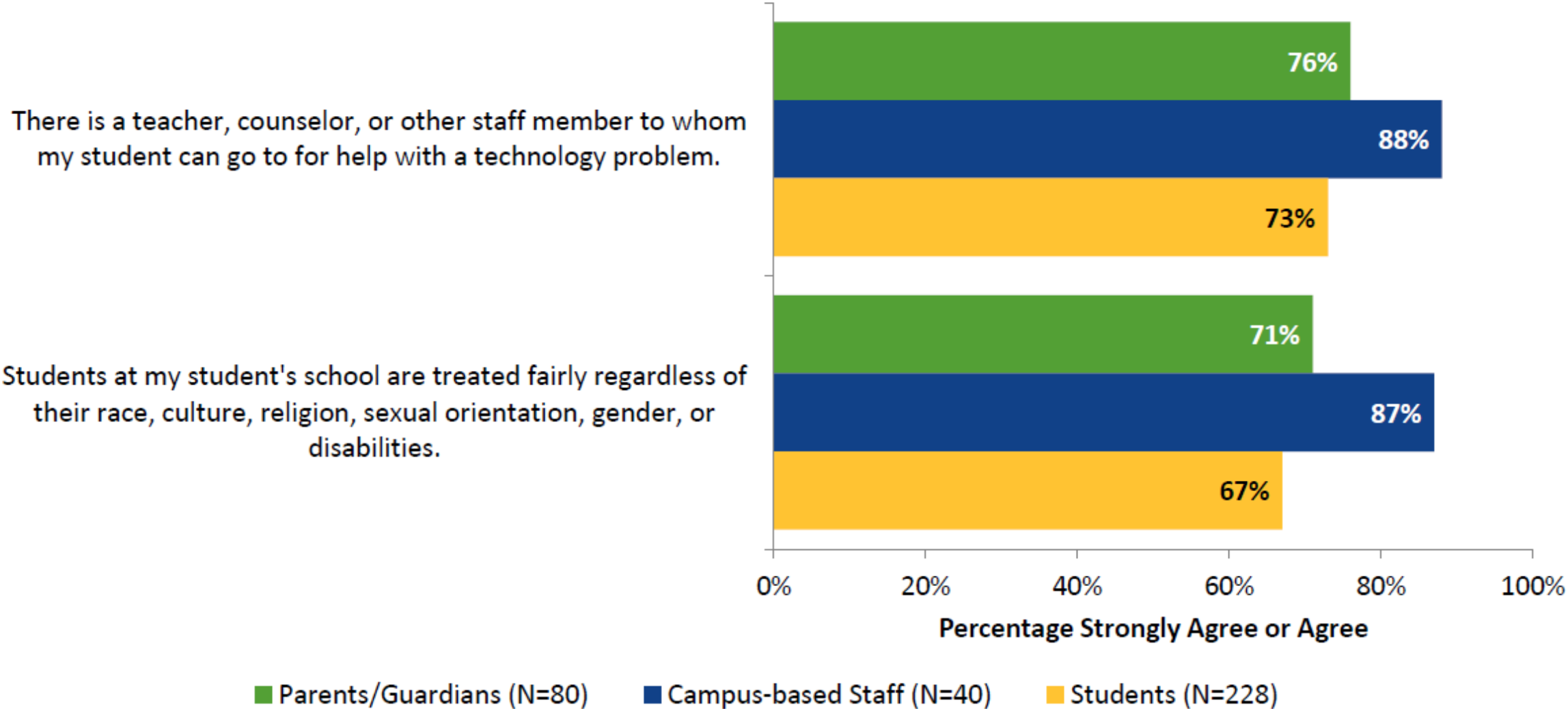
# Student Support: Comparison by Participant Group

How strongly do you agree or disagree with each of the following statements?



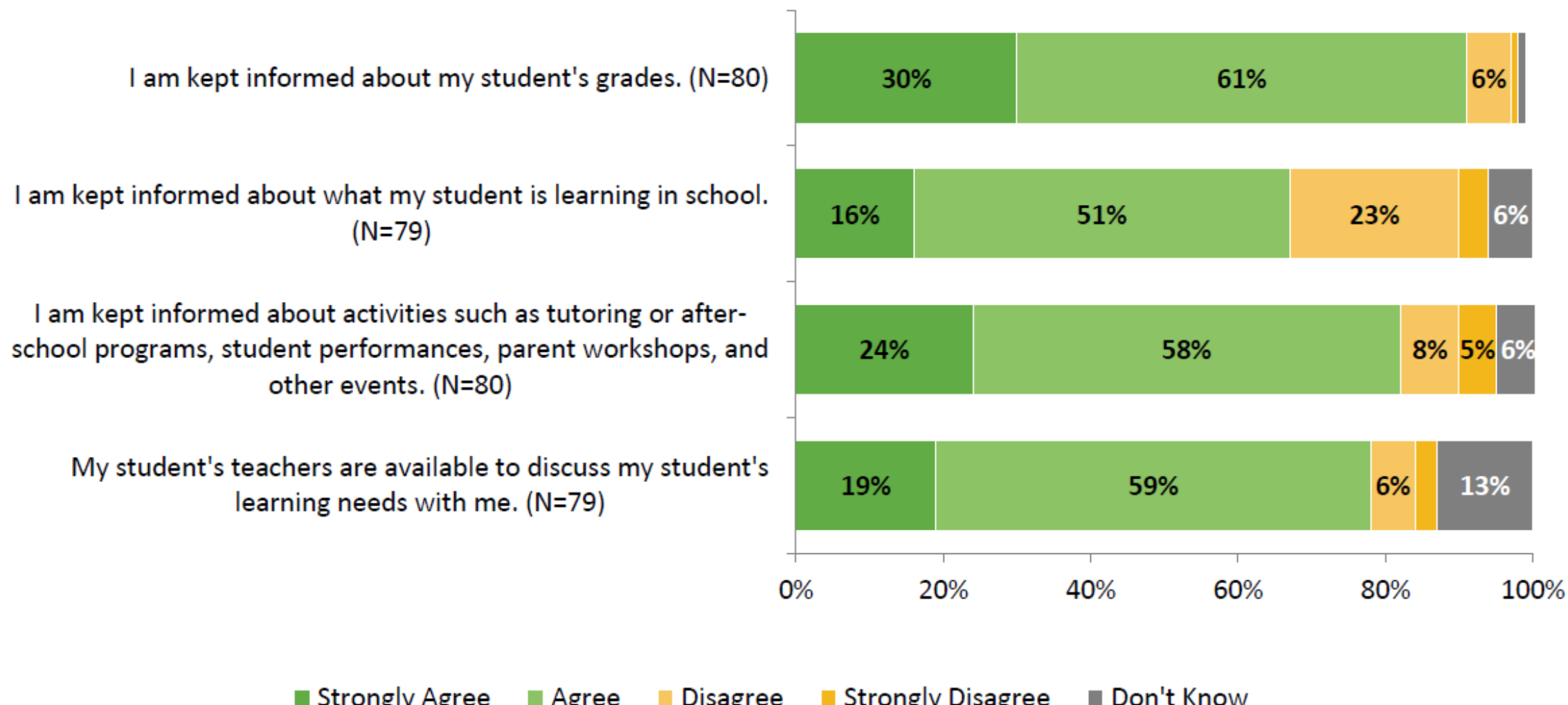
# Student Support: Comparison by Participant Group (Continued)

How strongly do you agree or disagree with each of the following statements?



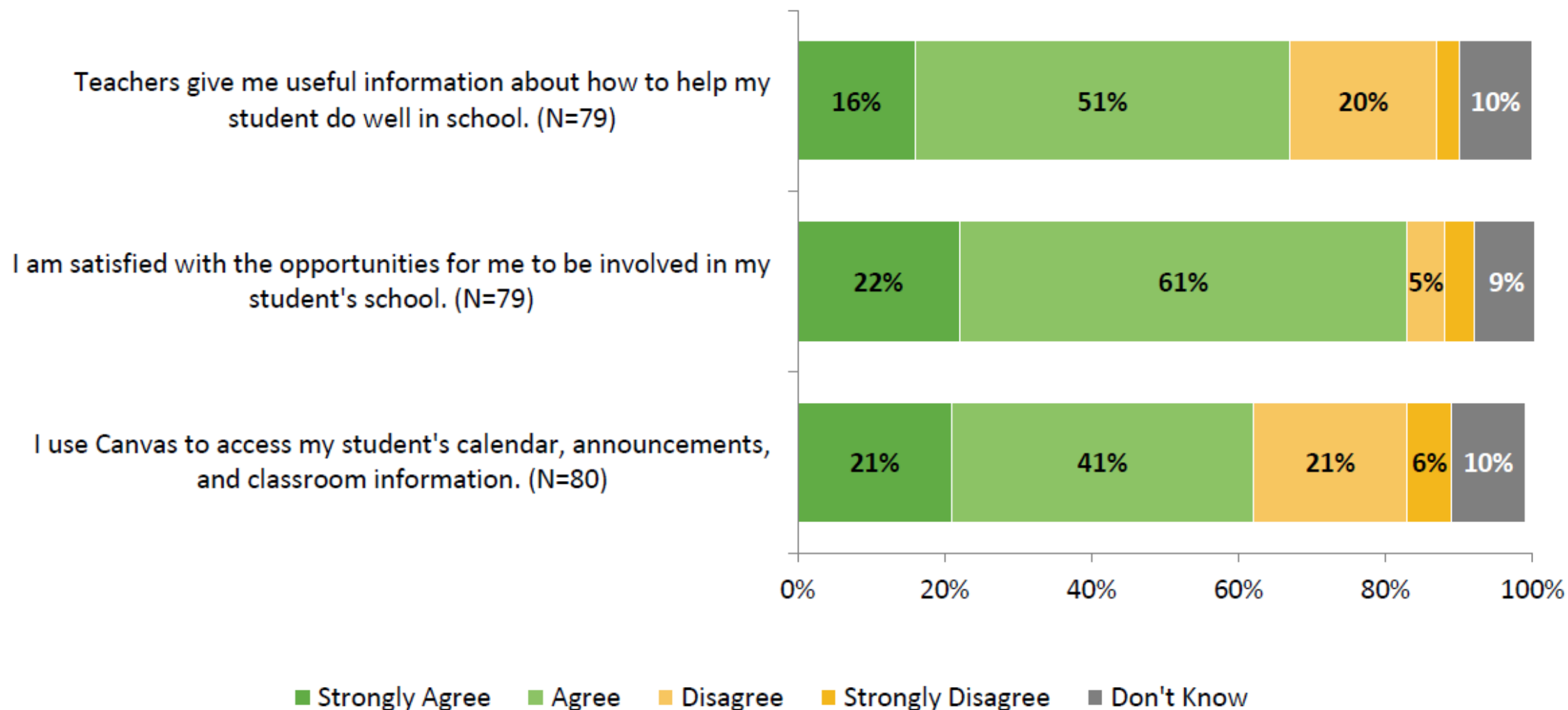
# Family Engagement

How strongly do you agree or disagree with each of the following statements?



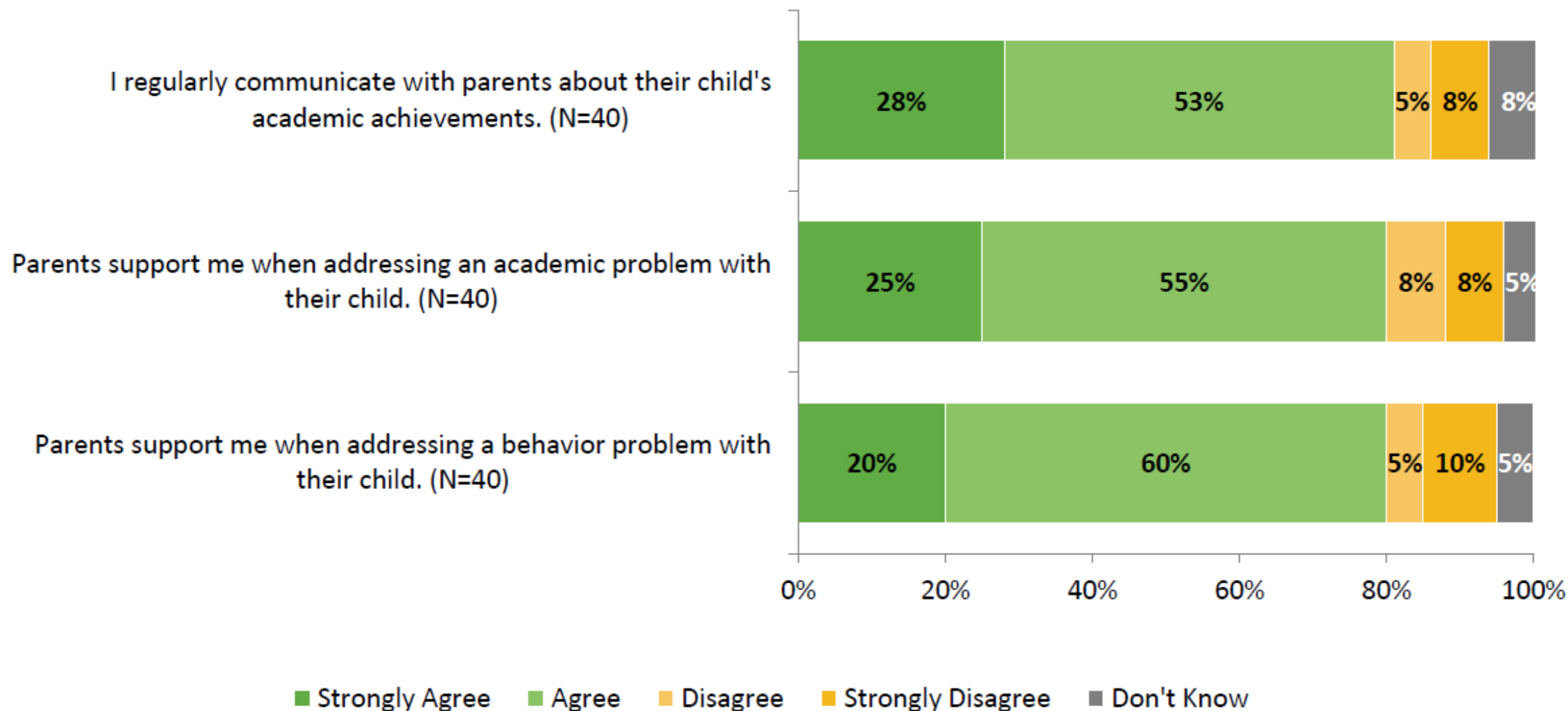
## Family Engagement (Continued)

How strongly do you agree or disagree with each of the following statements?



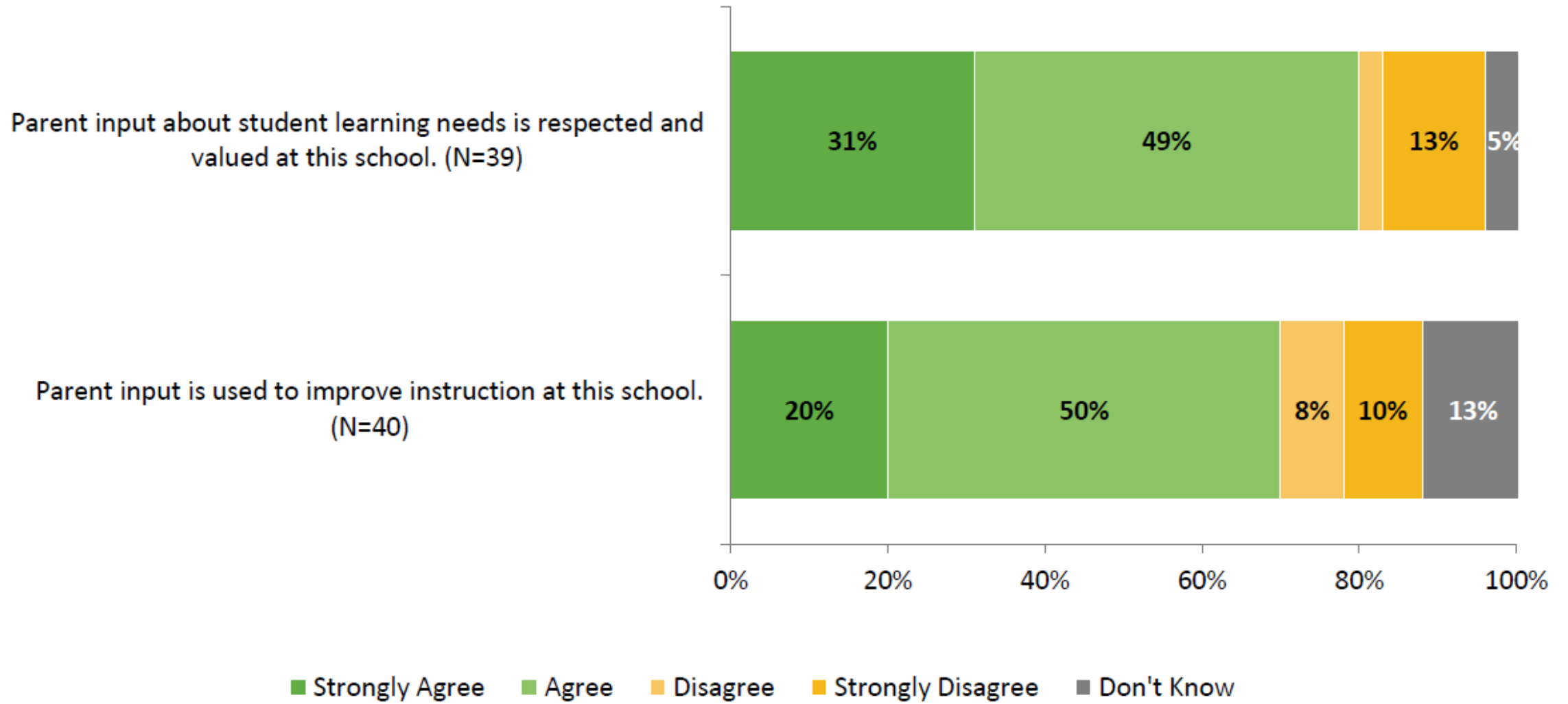
# Family Engagement

How strongly do you agree or disagree with each of the following statements?



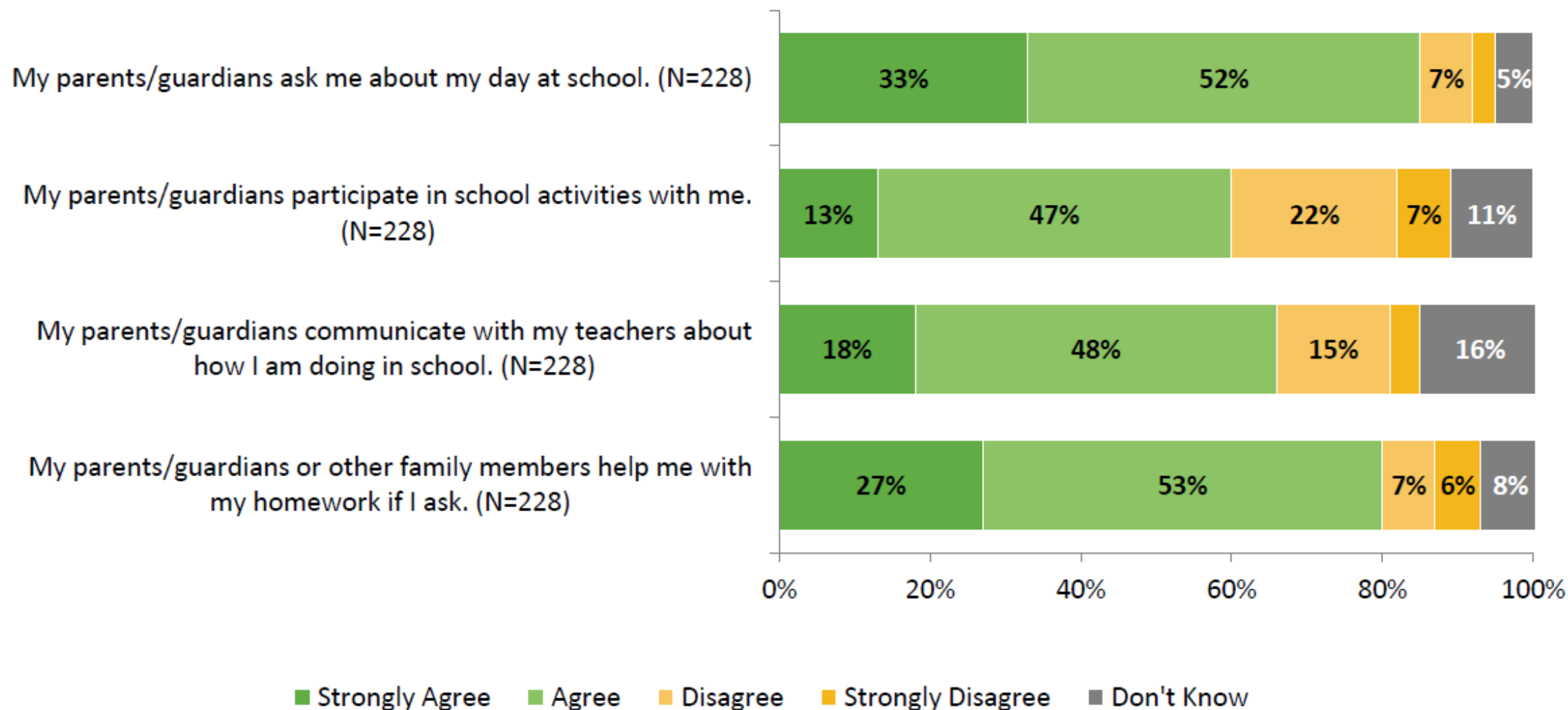
## Family Engagement (Continued)

How strongly do you agree or disagree with each of the following statements?



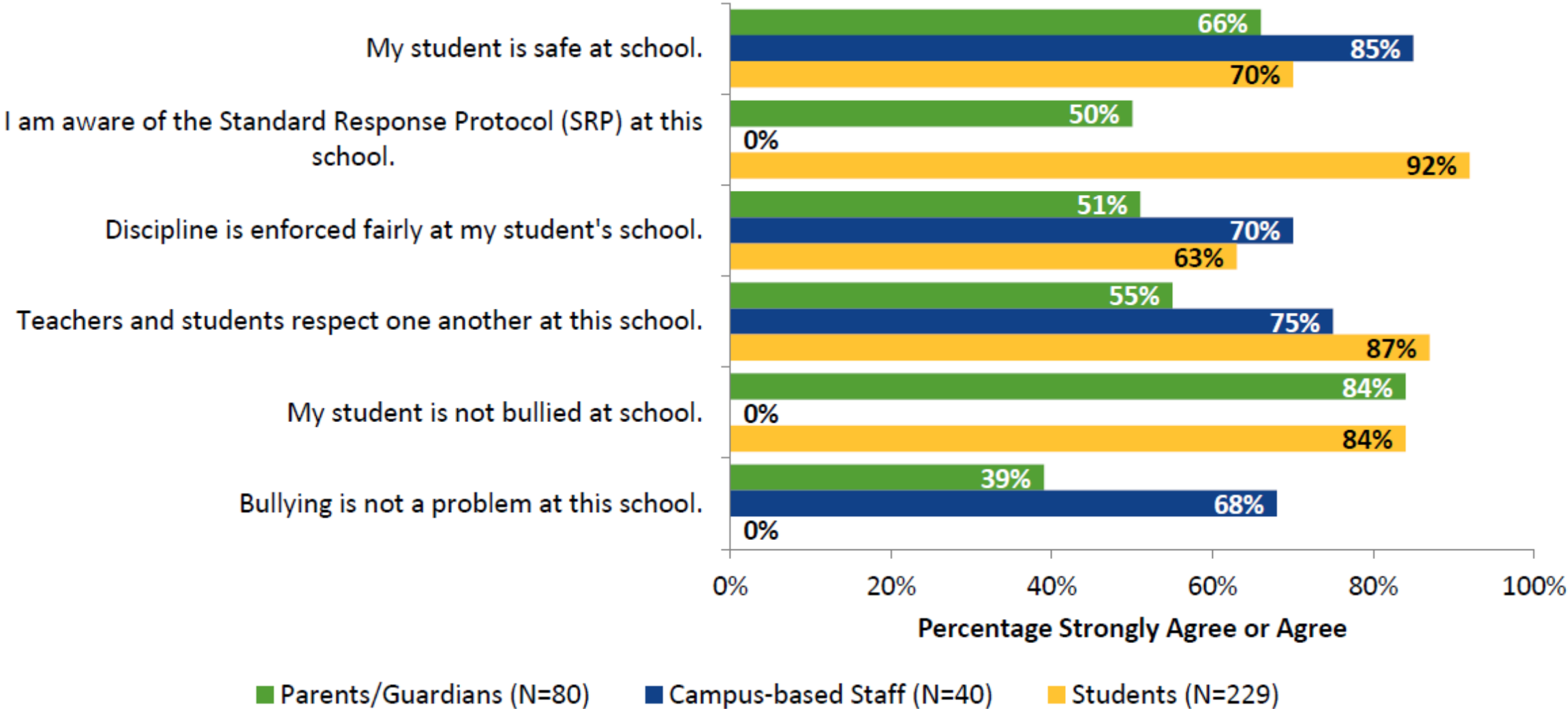
# Family Engagement

How strongly do you agree or disagree with each of the following statements? &nbsp;



# Safety and Behavior: Comparison by Participant Group

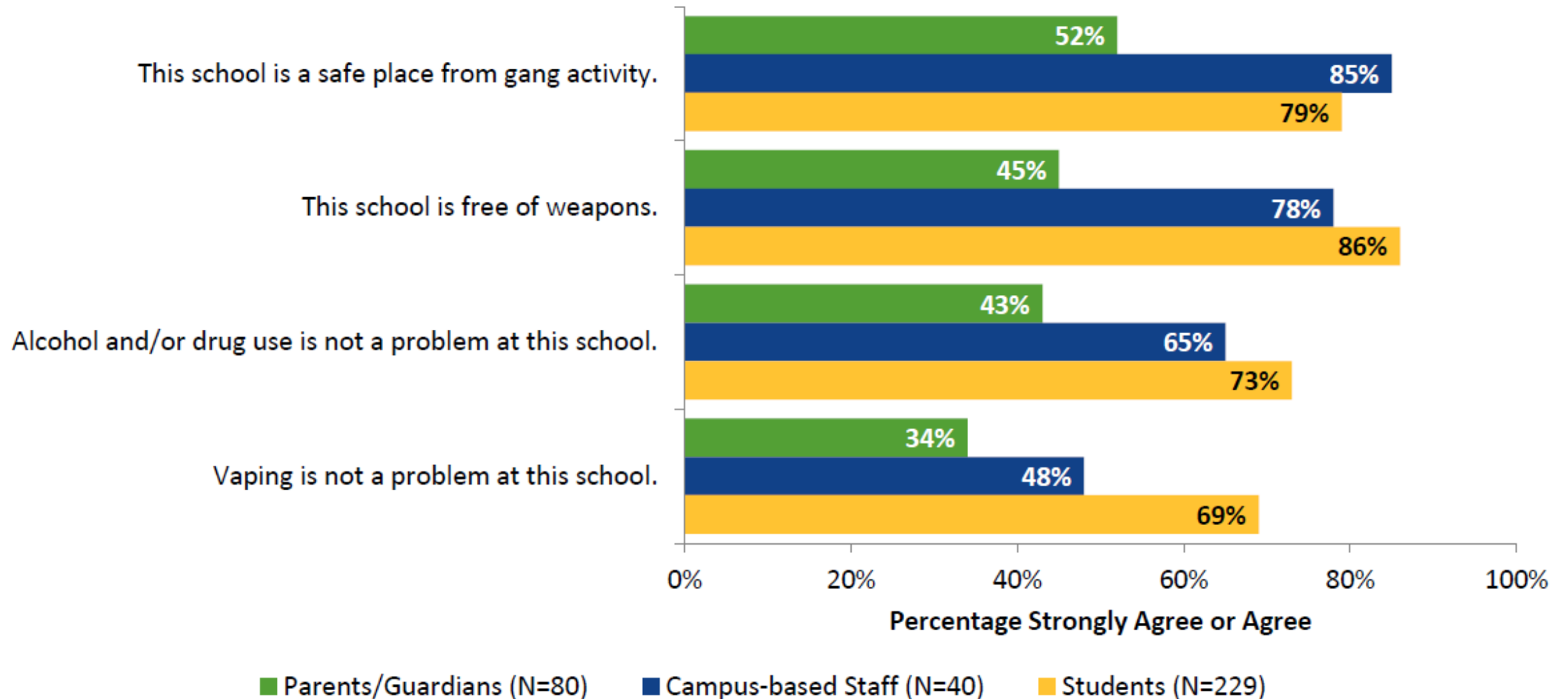
How strongly do you agree or disagree with each of the following statements?





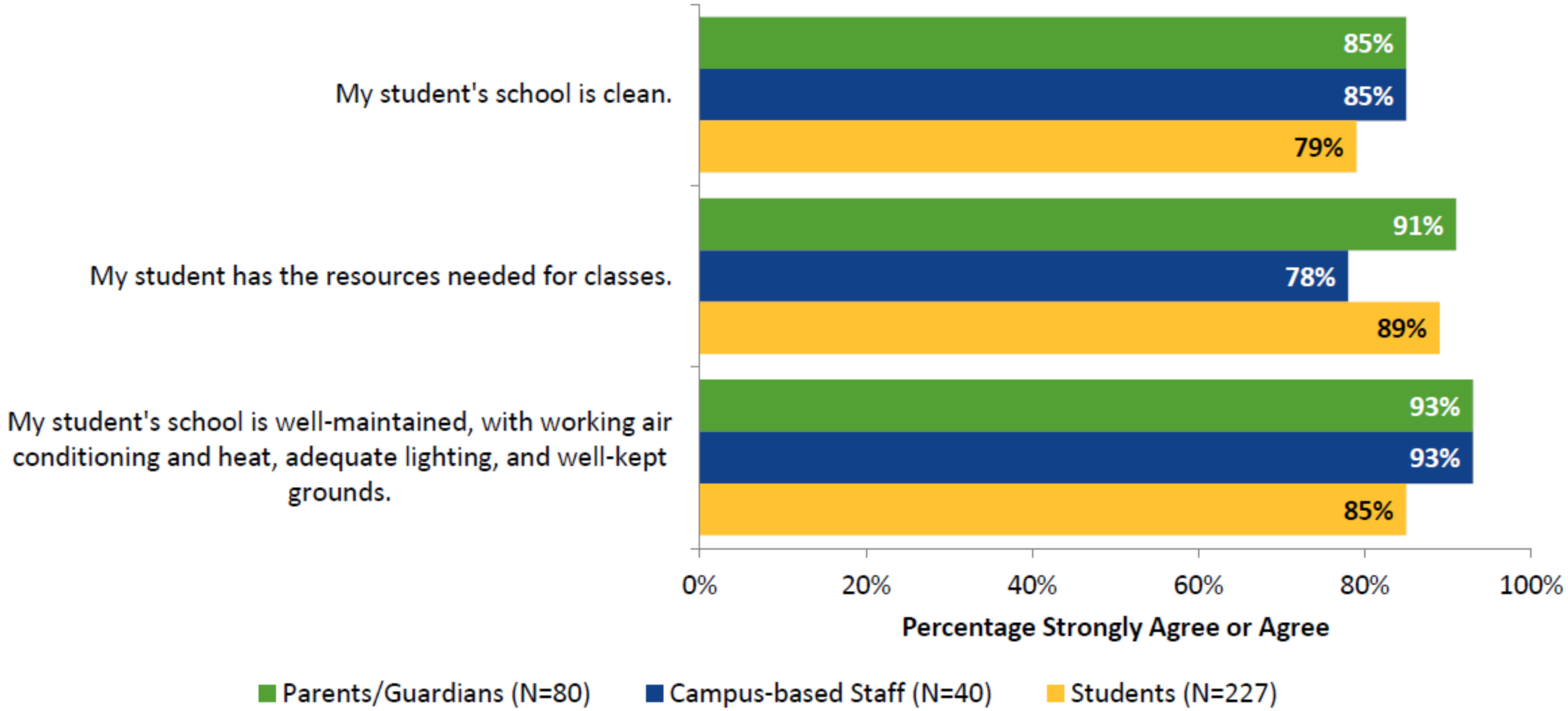
# Safety and Behavior: Comparison by Participant Group (Continued)

How strongly do you agree or disagree with each of the following statements?



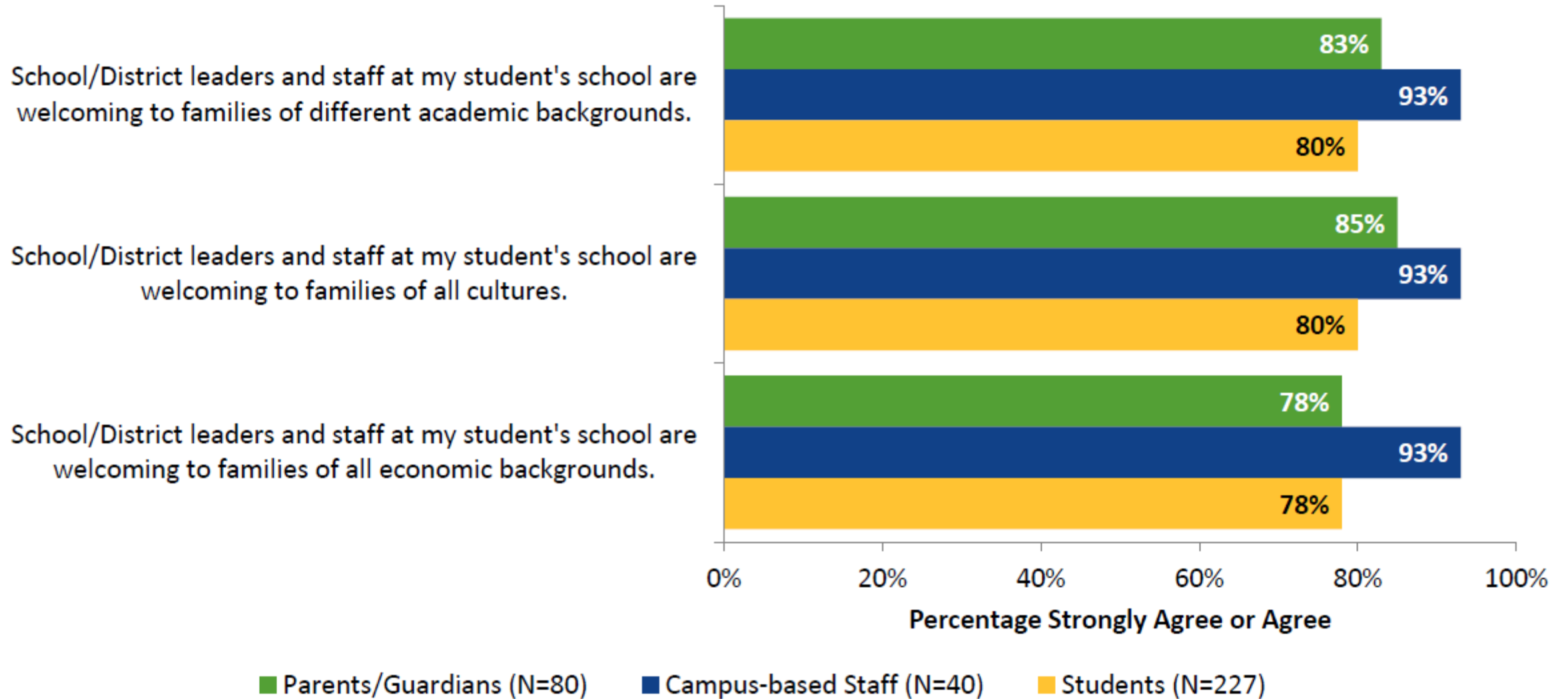
# Operations: Comparison by Participant Group

How strongly do you agree or disagree with each of the following statements?



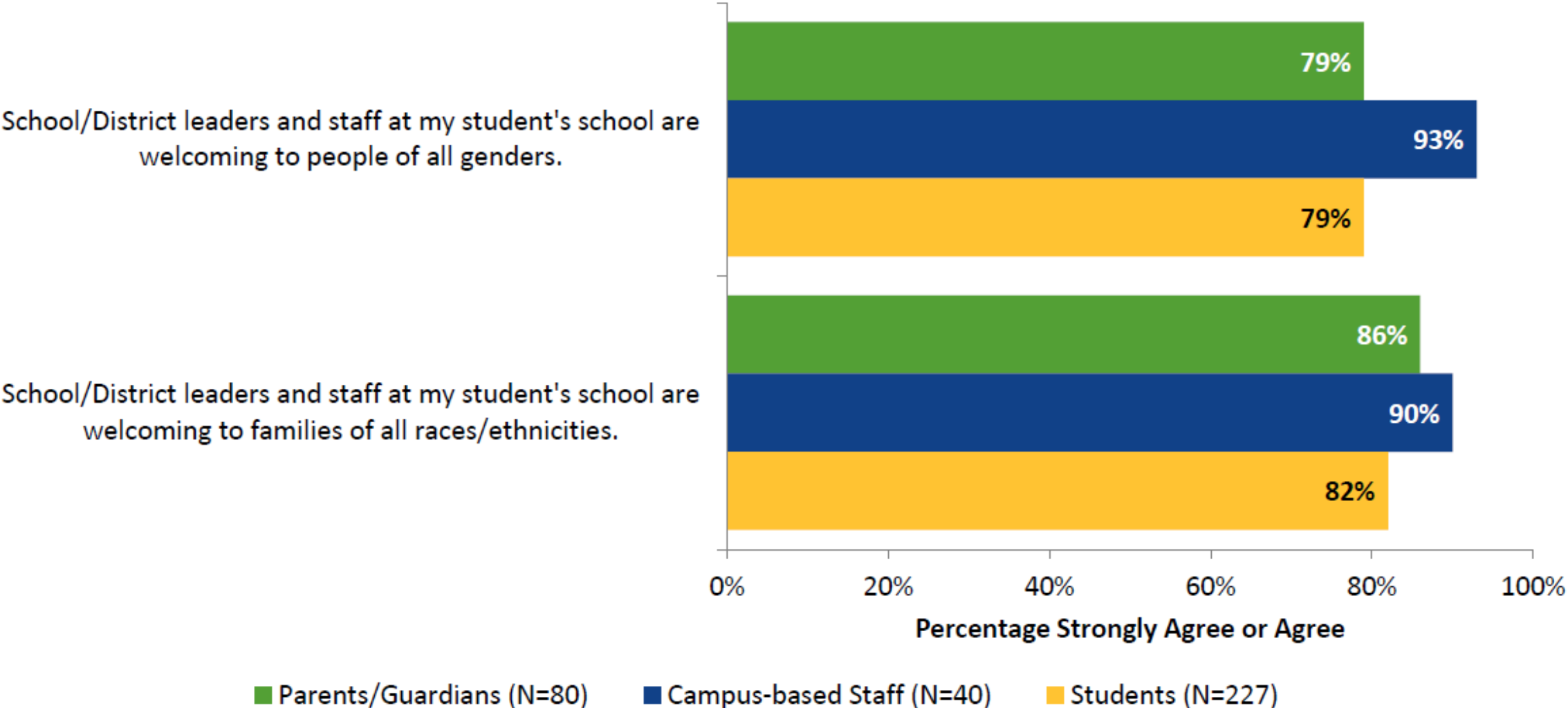
# Culture and Climate: Comparison by Participant Group

How strongly do you agree or disagree with each of the following statements?



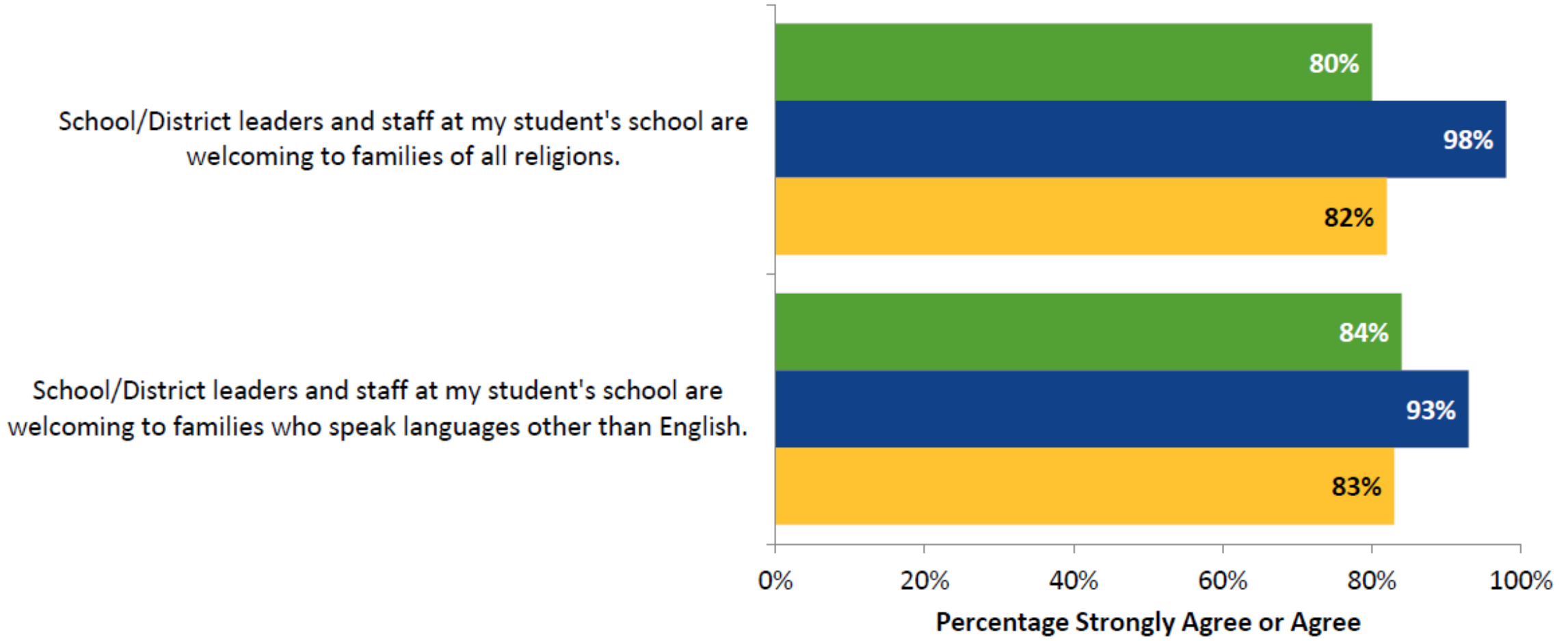
# Culture and Climate: Comparison by Participant Group (Continued)

How strongly do you agree or disagree with each of the following statements?



# Culture and Climate: Comparison by Participant Group (Continued)

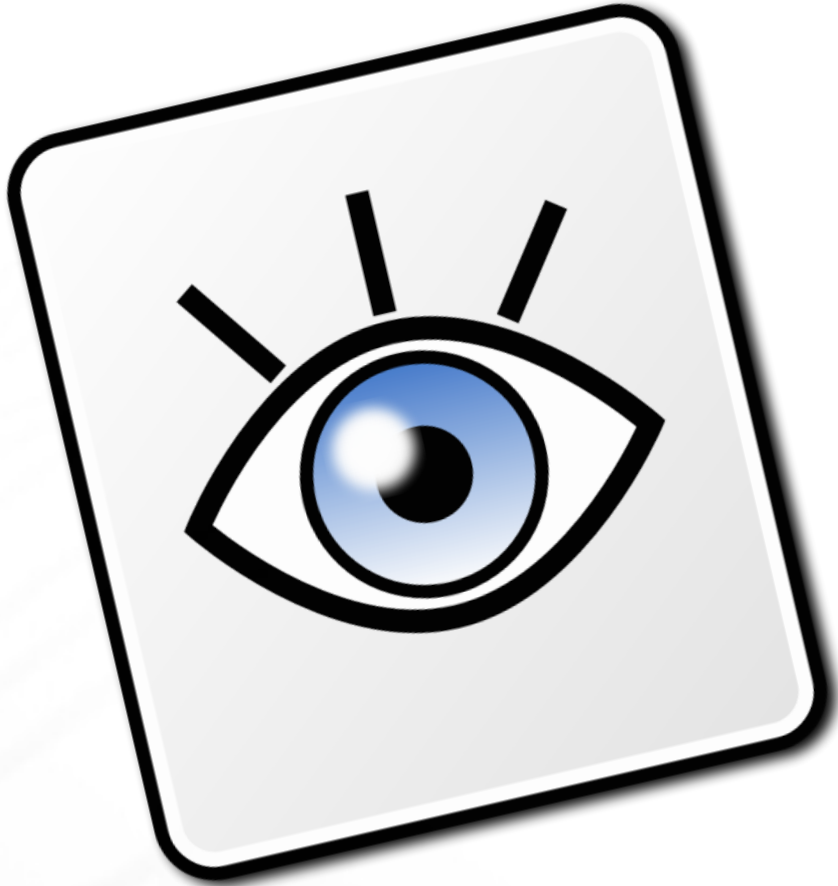
How strongly do you agree or disagree with each of the following statements?



■ Parents/Guardians (N=80) ■ Campus-based Staff (N=40) ■ Students (N=227)

# What Do You See?

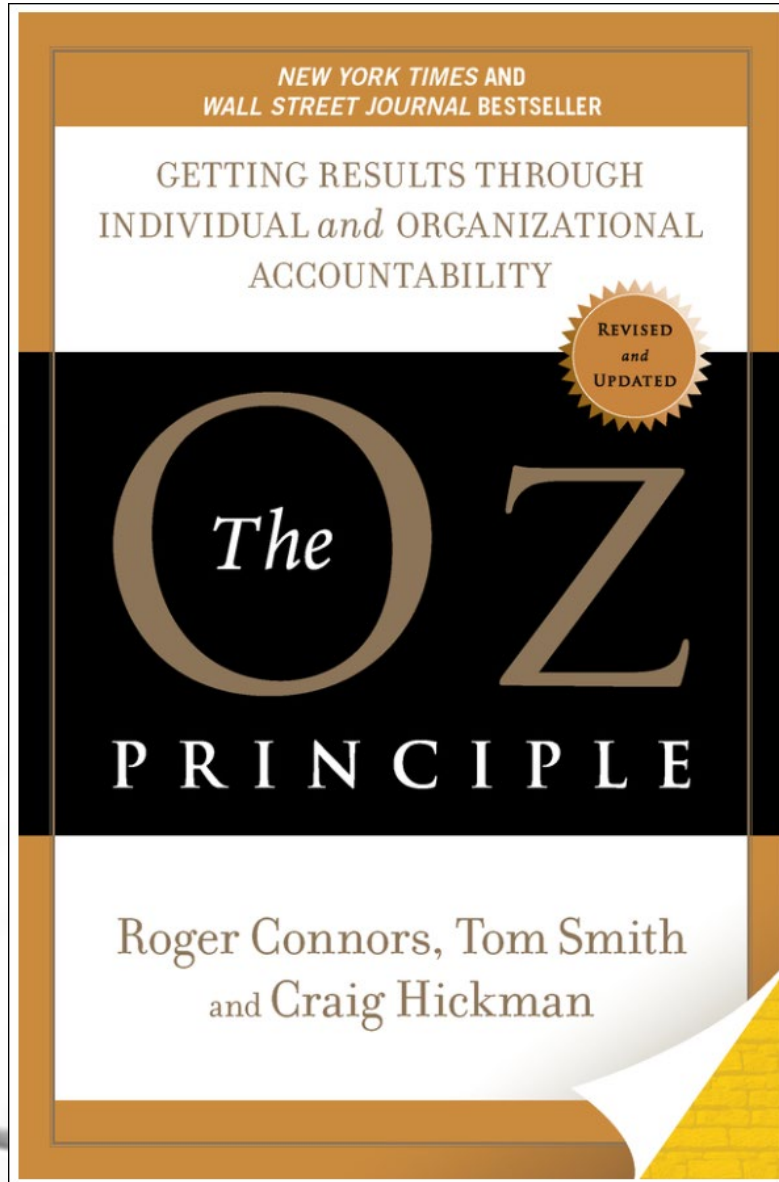
Where Do We Focus Our Efforts for the 2022-23 School Year?



**Now, let's set 3-5 clear goals for next school year!**



# Our Recommendations Matter ...



ac·count·abil·i·ty      *noun*    \ə-ˈkaʊn-tə-ˈbi-lə-tē\

Oz Definition of ACCOUNTABILITY .....

**Accountability is a personal choice to rise above one's circumstances and demonstrate the ownership necessary for achieving desired results; to See It,<sup>®</sup> Own It,<sup>®</sup> Solve It,<sup>®</sup> and Do It.<sup>®</sup>**



# **Dr. Thomas E. Randle High School**



## **Site-Based Decision-Making Committee (SBDMC) Meeting**

Finalize 2021-22 & Approve 2022-23 CIPs

June 22, 2022

4:30 p.m.



# Lamar Consolidated ISD Strategic Plan



## **Evolve the Student Learning Experience**

As the needs of employers continue to evolve, it is critical that our educators are equipped with the best possible tools, technology and resources to prepare Lamar CISD students for their future life and careers.

## **Equip Students with Knowledge and Skills to Succeed in a Changing World**

Ensure Lamar CISD graduates have effective critical thinking, problem solving and communications skills in order to be successful in professional and personal relationships.

## **Promote a Safe and Healthy Environment**

The District should ensure that facilities are safe and up-to-date and that students and staff have access to an increased number of high-quality mental health supports.

## **Plan for Rapid Growth While Preserving District Culture**

The District should work to maintain the “small-town feel” of Lamar CISD that is valued in the community by maintaining neighborhood schools and feeder pattern alignment. The District should also ensure consistent, proactive communication with stakeholders.

## **Focus on Talent**

The District should ensure they’re attracting and retaining top talent by maintaining competitive salary and benefits, as well as investing in professional learning opportunities for staff.

# Mission Statement

At Dr. Thomas E. Randle High School, we are dedicated to creating a tradition of excellence in all that we do, while providing a relevant and high-quality education.

# Vision Statement

Dr. Thomas E. Randle High School will empower students to acquire, demonstrate, articulate, and value the knowledge and skills that will support them, as life-long learners while contributing to a global society.



# Purpose of Site-Based Decision-Making Committee

Site-based decision-making implementation has been mandated for all Texas school districts since 1992.

Site-based decision making is a process for decentralizing decisions to **improve the educational outcomes** at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.



# Agenda

- 2021-22 Goals
- 2021-22 Data Points
- Evaluation
  - = met goal 😊
  - = partially met goal 😊
  - = maintained/stayed the same as prior year 😊
  - = dipped below/did not meet goal
- 2022-23 CNA
- 2022-23 Goals



Give feedback in Padlet ...  
<https://padlet.com/drkguillory/randlehs>





# 2021-22 Goals – Goal 1: English

By May 2022, TRHS 9th and 10th grade students will increase student performance by **6% (79-85) in approaches**, by **8% (62-70) in meets**, and by **8% (12-20) in masters**, as evidenced by the 2022 English Language Arts EOC results.

- A. ... close the performance gap by **5% between Special Education and General Education** students in approaches ... The gap for 2020/21 is 47% and decrease the gap for 2021/22 to **42%**.
- B. ... close the performance gap by **5% between English Language Learners and General Education** students in approaches ... The gap for 2020/21 is 33% and decrease the gap for 2021/22 to **28%**.

	Spring 2022 STAAR EOC, English I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<b>Randle High School</b>	<b>412</b>	<b>44</b>	<b>4052</b>	<b>64.96%</b>	<b>73.30%</b>	<b>53.64%</b>	<b>10.19%</b>
Economic Disadvantage	276	42	3966	62.34%	70.29%	47.46%	7.25%
Asian	25	50	4316	73.16%	84%	72%	28%
Black/African American	133	44	4050	64.93%	73.68%	53.38%	7.52%
Hispanic	202	43	3996	62.76%	69.80%	48.51%	8.91%
Two or More Races	11	49	4191	71.82%	81.82%	81.82%	0%
White	41	47	4138	69.02%	80.49%	60.98%	17.07%
<b>Currently Emergent Bilingual</b>	<b>74</b>	<b>37</b>	<b>3777</b>	<b>54.76%</b>	<b>56.76%</b>	<b>29.73%</b>	<b>1.35%</b>
First Year of Monitoring	5	57	4609	83.60%	100%	100%	20%
Second Year of Monitoring	4	43	3943	63.25%	75%	50%	0%
<b>Special Ed Indicator</b>	<b>52</b>	<b>31</b>	<b>3555</b>	<b>45.08%</b>	<b>30.77%</b>	<b>9.62%</b>	<b>1.92%</b>

	Spring 2022 STAAR EOC, English II						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<b>Randle High School</b>	<b>330</b>	<b>48</b>	<b>4209</b>	<b>70.13%</b>	<b>83.64%</b>	<b>69.70%</b>	<b>9.39%</b>
Economic Disadvantage	223	46	4131	67.51%	79.37%	65.02%	6.28%
Asian	35	54	4505	79.11%	97.14%	91.43%	28.57%
Black/African American	105	47	4171	68.89%	81.90%	64.76%	7.62%
Hispanic	158	46	4142	68.03%	81.01%	66.46%	5.06%
Native Hawaiian/Pacific Islander	1	47	4107	69%	100%	100%	0%
Two or More Races	4	49	4218	71.50%	75%	75%	0%
White	27	51	4370	75.44%	88.89%	77.78%	18.52%
<b>Currently Emergent Bilingual</b>	<b>32</b>	<b>37</b>	<b>3792</b>	<b>54.78%</b>	<b>59.38%</b>	<b>37.50%</b>	<b>0%</b>
First Year of Monitoring	1	51	4270	75%	100%	100%	0%
Second Year of Monitoring	4	47	4149	68.75%	75%	75%	0%
<b>Special Ed Indicator</b>	<b>36</b>	<b>32</b>	<b>3610</b>	<b>47.14%</b>	<b>36.11%</b>	<b>16.67%</b>	<b>0%</b>

# 2021-22 Goals – Goal 1: English

By May 2022, TRHS 9th and 10th grade students will increase student performance by **6% (79-85) in approaches**, by **8% (62-70) in meets**, and by **8% (12-20) in masters**, as evidenced by the 2022 English Language Arts EOC results. **AVG** (approaches = **79%**, meets = **62%**, and masters = **10%**)

- A. ... close the performance gap by **5% between Special Education and General Education** students in approaches ... The gap for 2020/21 is 47% and decrease the gap for 2021/22 to **42%**. **Actual = 45%**
- B. ... close the performance gap by **5% between English Language Learners and General Education** students in approaches ... The gap for 2020/21 is 33% and decrease the gap for 2021/22 to **28%**. **Actual = 20%**

# 2021-22 Goals – Goal 2: Math

By May 2022, TRHS 9th and 10th grade students will increase student performance by **9% (76-85) in approaches**, by **6% (39-45) in meets**, and by **6% (19-25) in masters**, as evidenced by the 2022 Mathematics EOC results.

- A. ... close the performance gap by **5% between Special Education and General Education** students in approaches ... The gap for 2020/21 is 32% and decrease the gap for 2021/22 to **27%**.
- B. ... close the performance gap by **5% between English Language Learners and General Education** students in approaches ... The gap for 2020/21 is 21% and decrease the gap for 2021/22 to **16%**.



	Spring 2022 STAAR EOC, Algebra I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<b>Randle High School</b>	<b>339</b>	<b>30</b>	<b>3905</b>	<b>55.96%</b>	<b>79.65%</b>	<b>39.23%</b>	<b>18.88%</b>
Economic Disadvantage	227	28	3828	52.74%	75.77%	31.72%	12.78%
Asian	16	37	4295	67.94%	87.50%	56.25%	43.75%
Black/African American	114	30	3883	55.16%	77.19%	41.23%	14.91%
Hispanic	163	29	3864	54.41%	78.53%	34.36%	18.40%
Two or More Races	12	35	4118	64.75%	100%	58.33%	16.67%
White	34	31	3910	57.35%	82.35%	41.18%	23.53%
<b>Currently Emergent Bilingual</b>	<b>63</b>	<b>28</b>	<b>3789</b>	<b>51.54%</b>	<b>73.02%</b>	<b>33.33%</b>	<b>9.52%</b>
First Year of Monitoring	3	39	4230	72.33%	100%	100%	33.33%
Second Year of Monitoring	2	32	3921	58.50%	100%	50%	0%
<b>Special Ed Indicator</b>	<b>45</b>	<b>21</b>	<b>3524</b>	<b>38.91%</b>	<b>46.67%</b>	<b>8.89%</b>	<b>2.22%</b>

# 2021-22 Goals – Goal 2: Math

By May 2022, TRHS 9th and 10th grade students will increase student performance by **9% (76-85) in approaches**, by **6% (39-45) in meets**, and by **6% (19-25) in masters**, as evidenced by the 2022 Mathematics EOC results. Approaches = **80%**, Meets = **39%**, and Masters = **19%**

- A. ... close the performance gap by **5% between Special Education and General Education** students in approaches ... The gap for 2020/21 is 32% and decrease the gap for 2021/22 to **27%**. **Actual = 32%**
- B. ... close the performance gap by **5% between English Language Learners and General Education** students in approaches ... The gap for 2020/21 is 21% and decrease the gap for 2021/22 to **16%**. **Actual = 7%**

# 2021-22 Goals – Goal 3: Biology

By May 2022, TRHS 9th and 10th grade students will increase student performance by **5% (90-95) in approaches**, by **5% (62-67) in meets**, and by **7% (23-30) in masters**, as evidenced by the 2022 Biology EOC results.

- A. ... close the performance gap by **5% between Special Education and General Education** students in approaches ... The gap for 2020/21 is 40% and decrease the gap for 2021/22 to **35%**.
- B. ... close the performance gap by **5% between English Language Learners and General Education** students in approaches ... The gap for 2020/21 is 18% and decrease the gap for 2021/22 to **13%**.

	Spring 2022 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<b>Randle High School</b>	<b>417</b>	<b>31</b>	<b>4093</b>	<b>61.05%</b>	<b>83.69%</b>	<b>56.59%</b>	<b>17.75%</b>
Economic Disadvantage	279	29	4010	57.96%	81.72%	49.46%	12.54%
Asian	21	36	4508	71.81%	95.24%	76.19%	38.10%
Black/African American	137	30	4067	60.42%	84.67%	54.01%	17.52%
Hispanic	204	30	4036	59.19%	80.88%	53.92%	13.73%
Two or More Races	13	32	4131	63.85%	92.31%	61.54%	15.38%
White	42	33	4231	65.86%	85.71%	66.67%	28.57%
<b>Currently Emergent Bilingual</b>	<b>75</b>	<b>25</b>	<b>3811</b>	<b>50.64%</b>	<b>70.67%</b>	<b>37.33%</b>	<b>2.67%</b>
First Year of Monitoring	4	37	4365	74%	100%	75%	0%
Second Year of Monitoring	4	31	4044	62%	100%	75%	0%
<b>Special Ed Indicator</b>	<b>58</b>	<b>20</b>	<b>3556</b>	<b>39.59%</b>	<b>44.83%</b>	<b>15.52%</b>	<b>0%</b>

# 2021-22 Goals – Goal 3: Biology

By May 2022, TRHS 9th and 10th grade students will increase student performance by **5% (90-95) in approaches**, by **5% (62-67) in meets**, and by **7% (23-30) in masters**, as evidenced by the 2022 Biology EOC results. Approaches = **84%**, Meets = **57%**, and Masters = **18%**

- A. ... close the performance gap by **5% between Special Education and General Education** students in approaches ... The gap for 2020/21 is 40% and decrease the gap for 2021/22 to **35%**. **Actual = 39%**
- B. ... close the performance gap by **5% between English Language Learners and General Education** students in approaches ... The gap for 2020/21 is 18% and decrease the gap for 2021/22 to **13%**. **Actual = 13%**

# 2021-22 Goals – Goal 4: Climate & Culture

By providing a collaborative culture of learning and creating an engaging and welcoming environment, TRHS will strive to receive **75% or higher** on **all student, parent, and staff** climate survey responses.

- A. TRHS will develop processes and procedures that actively **encourage students to participate** in both **extra-curricular and co-curricular activities**.
- B. TRHS will implement a **standardized SEL curriculum** for all students that will focus on character education and support the **core values** (Perseverance, Respect, Integrity, Discipline, Excellence).
- C. TRHS will **actively recruit and engage parents** and **members of the community to participate** and **lead in parental organizations/groups** (i.e. PTO, booster club, etc.).



# 2021-22 Goals – Goal 5: CCMR

## (College, Career, & Military Readiness)

By equipping students with knowledge and skills to succeed in a global society, TRHS will have an **80% student population-College, Career, and Military Readiness (CCMR) rate**. The percentage will be determined by calculating the number of students on track to earn Level I or II certificates, as evidenced by **endorsement course enrollment**.

- A. Ensure the LCISD curriculum prepares students to achieve their preferred career aspirations by enhancing both rigorous Career and Technical Education (**CTE**) and **college preparatory programs**.
  - A. Advisory time for GT and advanced students
  - B. CTE teacher support
- B. Ensure the road to college is **clearly communicated** and **understood** for all students and supports their individual situations and aspirations.
  - A. AP test sign-up
  - B. SchoolLinks access

PLAN





## School Profile

Dr. Thomas E. Randle High School is the **6<sup>th</sup>** high school in one of the fastest-growing school districts in the state of Texas, Lamar Consolidated Independent School District. We are geographically located about 25 miles southwest of Houston, TX. Randle High School opened its doors in Fall 2021 with only 9th and 10th grade students and currently serves **745** students. The student and staff population directly represent the diverse and multi-cultural community within Fort Bend County. As a new high school, transitioning into our 2nd school year and growing to encompass 11th grade students with a projected total enrollment of **1,244** students in the 2022-23 school year, we strive to involve all stakeholders in creating a tradition of excellence in all that we do while providing a relevant and high-quality education.

The current student population is **47.7%** Hispanic/Latino, **32.3%** Black/African American, **9.9%** White, **7.9%** Asian, **2.1%** Multi-Racial, and **0.1%** Native Hawaiian or Other Pacific Islander, with this total being comprised of **48.7%** male and **51.3%** female. The staff population is **41.1%** Black/African American, **32.1%** White, **19.3%** Hispanic/Latino, **5%** Asian, and **2.5%** Multi-Racial. With **58** teachers, **93%** of teachers are certified (4 current positions are being served by a guest instructor - Algebra 1, Biology 1, Principles of Health CTE Pathway courses, and Culinary Arts). With **12** paraprofessionals, **91.7%** of paraprofessionals are highly qualified (1 current position is being served by a guest instructor - SLC aide). Our instructional program is divided into **9** departments: (1) English, (2) Math, (3) Science, (4) Social Studies, (5) LOTE, (6) CTE, (7) Fine Arts, (8) P.E., and (9) Special Education.

The overall mobility rate is approximately **10.3%** with a dropout rate of **0%**. The average daily attendance rate for students is **92.5%**, and the average daily attendance rate for staff is **86%**. There are **317** students that acquired **1,235** disciplinary referrals for the school year, with one week remaining in the 2021-22 school year. The offenses were committed by **36.6%** 10th grade and **63.3%** 9th grade students, respectively.

Randle High School serves the following special/exceptional populations (each percentage of the total student enrollment): **69.4%** economically disadvantaged (students eligible for free- or reduced-price lunch meals, due to the low income of their household), **12.3%** special education students (students with an individualized education plan), **13.3%** emergent bilingual (EB) students (students learning English as a second language), **52.6%** at-risk students (students meeting one of the 13 state criteria applicable for secondary students), **10.4%** students with a 504 plan (students who benefit from a plan of support, due to a physical or mental impairment), **3.2%** gifted and talented students (students who perform or show the potential to perform at a remarkably high level of accomplishment), and **18.3%** students receiving academic and/or behavioral support through MTSS (multi-tiered system of support and process for struggling students). The campus also has approximately **3%** of students from local residential treatment centers (RTCs).

# Strengths

- 76% of parents/guardians, 70% of staff, and 70% of students would give our campus an overall grade of an "A" or "B."
- 89% of parents/guardians and 85% of staff believe teachers set high learning standards for students.
- 91% of parents/guardians agree they are kept informed about their student's grades.
- 80% of staff agree they are supported by parents/guardians when addressing both academic and behavioral concerns with students.
- 80% of parents/guardians agree their input about student learning needs is respected and valued at the school.
- 87% of students agree teachers and students respect one another at the school.
- 92% of parents/guardians and 87% of students agree the school is well maintained, and students have the resources necessary for class.
- 83% of parents/guardians and 80% of students agree school leaders and staff are welcoming to families of different academic backgrounds, cultures, economic backgrounds, gender, race/ethnicity, religion, and English language proficiency.

# 2022-23 Goals – Goal 1: English

By May 2023, TRHS students will increase student performance by **7% (73-80) in approaches**, by **6% (54-60) in meets**, and by **5% (10-15) in masters** from 2022 **English 1** EOC scores and by **6% (84-90) in approaches**, by **5% (70-75) in meets**, and by **6% (9-15) in masters** from 2022 **English 2** EOC scores, as evidenced by the 2023 English 1 and 2 EOC results.

- A. ... close the performance gap by **5% between Special Education and General Education** students in approaches ... The gap for 2021/22 is 42% and decrease the gap for 2021/22 to **37%** in English 1 and the gap for 2021/22 is 47% and decrease the gap for 2021/22 to **42%** in English 2.
- B. ... close the performance gap by **5% between English Language Learners and General Education** students in approaches ... The gap for 2021/22 is 16% and decrease the gap for 2021/22 to **11%** in English 1 and the gap for 2021/22 is 24% and decrease the gap for 2021/22 to **19%** in English 2.



# 2022-23 Goals – Goal 2: Math

By May 2023, TRHS students will increase student performance by **10% (80-90) in approaches**, by **6% (39-45) in meets**, and by **6% (19-25) in masters**, as evidenced by the 2023 **Algebra 1** EOC results.

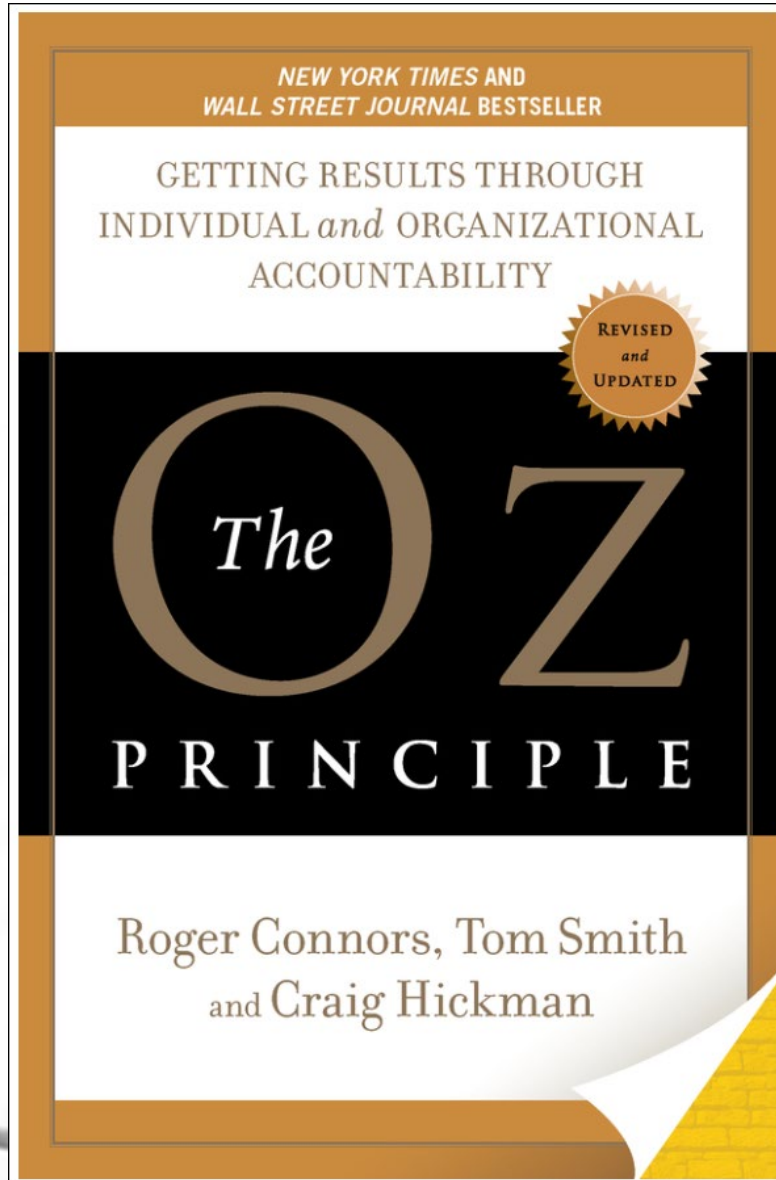
- A. ... close the performance gap by **5% between Special Education and General Education** students in approaches ... The gap for 2020/21 is 32% and decrease the gap for 2021/22 to **27%**.
- B. ... close the performance gap by **5% between English Language Learners and General Education** students in approaches ... The gap for 2020/21 is 21% and decrease the gap for 2021/22 to **16%**.

# 2022-23 Goals – Goal 3: Student Support

By May 2023, TRHS students will increase student support by **18% (57-75)** and **18% (72-90)** as both individuals and learners, as evidenced by the **end-of-year (EOY) social-emotional (SE) screener** results, where students indicate they can find help for both personal and school problems, respectively.

- A. School connectedness
  - 1. UIL and/or school-sponsored, student organizations participation
  - 2. Parent and community invitations to engagement events
  - 3. Student, parent, and staff participation in climate survey
- B. Trusted adult connect, guidance, and counseling
  - 1. Character counts and PBIS
  - 2. Campus-based, trusted adult program
  - 3. Program participation in No Place for Hate, Red Ribbon Week, & cultural awareness events
- C. CCMR (college, career, and military readiness)
  - 1. 11<sup>th</sup> grade participation in TSIA2
  - 2. Participation in AP exams
  - 3. Enrollment in OnRamps and dual courses
  - 4. CTE completers on track

# P.R.I.D.E.



ac·count·abil·i·ty      *noun*    \ə-ˈkaʊn-tə-ˈbi-lə-tē\

Oz Definition of ACCOUNTABILITY .....

**Accountability is a personal choice to rise above one's circumstances and demonstrate the ownership necessary for achieving desired results; to See It,<sup>®</sup> Own It,<sup>®</sup> Solve It,<sup>®</sup> and Do It.<sup>®</sup>**





**2022-23 SBDMC Meeting Dates**  
**4:30 – 5:30 p.m.**

Wednesday, August 17, 2022

Wednesday, October 26, 2022

Wednesday, January 25, 2023

Wednesday, May 24, 2023