

New Caney Independent School District

Porter High School

2022-2023 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: September 8, 2022

Public Presentation Date: September 8, 2022

Mission Statement

Our Mission is to provide for every youth, regardless of ability, environment, or race, an educational program that will develop the competitive spirit, knowledge, skills, and behavior patterns, which will make each student successful, responsible and productive members of the global community.

Vision

Porter High School will be the best place to learn, teach, and build a global community via a winning positive competitive spirit, innovative technologies, rigorous/relevant curriculum, and engaging instruction.

Core Beliefs

Integrity: We stand for integrity which is the foundation for all we do.

Competition: We compete to win! Competition breeds excellence.

Collaboration: We work together because working as a team helps provide the best possible solutions.

Creativity: We think outside the box and being innovative creates ideas

within our organization.

**Respect: We are honest with each other, value our diversity and talents,
and know we are stronger together as one.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Porter High School is a 9-12 campus serving a diverse student population. Our demographics are as follows:

<u>Category</u>	<u>Number</u>	<u>Percent</u>
Total Enrollment	2,188	100.00%
American Indian/Alaska Native	8	.37%
Asian	44	2.01%
African American	178	8.14%
Hispanic	1,361	62.20%
White	536	24.50%
Two or More	59	2.70%

<u>Category</u>	<u>Number</u>	<u>Percent</u>
Total Enrollment	2,188	100.00%
Male	1,114	50.9%
Female	1074	49.1%

<u>Category</u>	<u>Number</u>	<u>Percent</u>
Total Enrollment	2,188	100.00%
Economically Disadvantaged	1,412	64.57%
Non-Economically Disadvantaged	776	35.43%

<u>Special Programs</u>	<u>Number</u>	<u>Percent</u>
504	275	12.5%
Gifted & Talented	128	5.8%
ESL	468	21.3%

<u>Special Programs</u>	<u>Number</u>	<u>Percent</u>
Special Education	171	7.8%

Staff Demographics

<u>Category</u>	<u>Number</u>	<u>Percent</u>
Total Staff	165	100.00%
Teachers	133	80.6%
Professional Support	12	7.3%
Campus Administration	8	4.8%
Educational Aides	12	7.3%

<u>Category: Degree Held</u>	<u>Number</u>	<u>Percent</u>
Total Teachers	133	100%
Bachelors	95	71.5%
Masters	38	28.5%
Doctorate	0	0%

Demographics Strengths

Porter High School serves a diverse student population with a variety of cultural and linguistic backgrounds, which adds to a rich multicultural campus culture. Through shared spaces and shared educational experiences, students grow both intellectually and socially through their exposure to these cultures and lived experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1: STAAR EOC data indicates that students who are identified as Emergent Bilingual did not meet Targeted Performance Goal in Math or ELA/Reading domains nor the Targeted Growth Goal in the Math domain. **Root Cause:** Coaching and cross-curricular planning to help with first and second language literacy is needed to improve the learning and academic performance of our emergent bilingual students.

Problem Statement 2: STAAR EOC data indicates that students who receive special education services did not meet Targeted Performance or Targeted Growth Goals in either Math

or ELA/Reading domains. **Root Cause:** Additional coaching support for the co-teach and inclusion model classes is needed in order to help teachers better implement instructional practices to meet individual needs.

Student Learning

Student Learning Summary

Porter High School students have demonstrated strong academic growth in key areas including English Language Arts and Math, in which we earned state awarded distinctions for growth. The areas in which PHS scored in Quartile 1 include:

- English 1 Performance
- Average SAT Score: Evidence-Based Writing and Reading
- Algebra 1 Performance
- ACT Results for Accelerated Testers in Math

Despite this general upward trend, we still have areas in which data indicates we need to support student learning. In particular, data indicates need in Special Education, Emergent Bilingual students, Advanced Academics as indicated by college readiness indicators and CTE certifications as indicated by workforce readiness indicators.

Student Learning Strengths

Students at Porter High School continue to show success and growth as indicated by the following state awarded distinctions:

Top 25%: Comparative Academic Growth

Top 25%: Comparative Closing the Gaps

In addition, we have scored in the top quartile in a variety of key areas in both math and English Language Arts. Our students continue to grow and succeed and have come close to regaining pre-COVID levels of learning and performance. With state and national award winning programs in academics, arts, athletics and CTE, Porter High School students use the opportunities offered to them to excel in their area(s) of strength and passion.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR EOC data indicates that students who receive special education services did not meet Targeted Performance or Targeted Growth Goals in either Math or ELA/Reading domains. **Root Cause:** Additional coaching support for the co-teach and inclusion model classes is needed in order to help teachers better implement instructional practices to meet individual needs.

Problem Statement 2: STAAR EOC data indicates that students who are identified as Emergent Bilingual did not meet Targeted Performance Goal in Math or ELA/Reading domains nor the Targeted Growth Goal in the Math domain. **Root Cause:** Coaching and cross-curricular planning to help with first and second language literacy is needed to improve the learning and academic performance of our emergent bilingual students.

Problem Statement 3 (Prioritized): For Porter High School students, college readiness as indicated by student scores on TSIA2, Advanced Placement, Dual Credit and ACT/SAT show a need for continued support and growth. **Root Cause:** Advanced academics needs assessment indicates a need for greater focus on the culture of academic achievement, vertical alignment in rigor and assessment and professional development and coaching for faculty.

School Processes & Programs

School Processes & Programs Summary

Student growth and teacher proficiency are supported through a diverse instructional coaching team. These coaches and their support roles are as follows:

- Instructional Coach - English/Social Studies Coaching
- Instructional Coach - Math/Science Coaching
- EL Coach - ESL Subpopulation Success and Accountability Coaching
- Student Success Coach - Data Coaching/HB 4545 Coaching
- Media Specialist - Canvas and Technology Mediated Instructional Support
- 504 Coordinator - 504 and RTI Processes and Support
- District Special Education Coach - Co-teaching and Accommodation Coaching
- District Instructional Specialists - Content Support
- CTE Director and Coordinator - Certification, Content and Coaching Support

Through access to and the support of these campus and district specialists, teachers at Porter High School have access to a wide variety of professional development resources and master educators. These support specialists and programs such as teacher mentoring support for new teachers, our faculty are able to grow and provide educational excellence to our students.

Students are offered a wide variety of opportunities to live their strengths through:

- Advanced Academics
- Academic UIL Competition Teams
- Diverse Career and Technical Education Courses
- CTE Competition Opportunities such as Skill USA Competitions
- Fine Arts
- Fine Arts Competition Opportunities such as Rodeo Art and Performance Competitions for Band, Dance, Choir and Theater
- Athletics
- Athletics Opportunities to Compete on the State Level and Receive University Attention

In addition to these extra-curricular activities, support for students who are struggling is offered through:

- Credit Recovery - School Day and Saturday School
- Attendance Recovery - Saturday School
- Struggling Student Mentoring by Administrators and Counselors
- Funded Mentoring of Seniors in Danger of Not Graduating
- Accelerated Learning Opportunities
- Daily After School Tutorials

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): STAAR EOC data indicates that students who are identified as Emergent Bilingual did not meet Targeted Performance Goal in Math or ELA/Reading domains nor the Targeted Growth Goal in the Math domain. **Root Cause:** Coaching and cross-curricular planning to help with first and second language literacy is needed to improve the learning and academic performance of our emergent bilingual students.

Problem Statement 2 (Prioritized): For Porter High School students, workforce readiness indicators including percentage of students earning industry certifications and Level I or Level II Certificates show a need for continued support and growth. **Root Cause:** CCMR data indicates the need for improved processes to support and monitor the earning of industry certifications in CTE courses.

Problem Statement 3 (Prioritized): STAAR EOC data indicates that students who receive special education services did not meet Targeted Performance or Targeted Growth Goals in either Math or ELA/Reading domains. **Root Cause:** Additional coaching support for the co-teach and inclusion model classes is needed in order to help teachers better implement instructional practices to meet individual needs.

Perceptions

Perceptions Summary

Porter High School actively seeks opportunities to engage the community and parents in the educational life of our school. Through developing community partnerships, offering parents learning opportunities, volunteer opportunities and consistent communication, we hope to create a school that is inclusive of the families for whom PHS is their high school. Examples of how we achieve this include:

- Weekly Newsletter
- Remind Communication
- Active Social Media Presence
- Counselor Led Parent Class Meetings in Both Spanish and English
- Advanced Academics Informative Meetings
- FAFSA/TAFSA Parent Assistance Lab Nights
- Community Volunteer Programs to Mentor At Risk Students
- Community Partnerships to Enhance Learning Opportunities
- Watch Dog Dads to Enhance Postive Male Presence on Campus
- ESL Classes for Parents
- Booster Clubs for Extracurricular Programs

Priority Problem Statements

Problem Statement 4: STAAR EOC data indicates that students who are identified as Emergent Bilingual did not meet Targeted Performance Goal in Math or ELA/Reading domains nor the Targeted Growth Goal in the Math domain.

Root Cause 4: Coaching and cross-curricular planning to help with first and second language literacy is needed to improve the learning and academic performance of our emergent bilingual students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 2: For Porter High School students, workforce readiness indicators including percentage of students earning industry certifications and Level I or Level II Certificates show a need for continued support and growth.

Root Cause 2: CCMR data indicates the need for improved processes to support and monitor the earning of industry certifications in CTE courses.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: For Porter High School students, college readiness as indicated by student scores on TSIA2, Advanced Placement, Dual Credit and ACT/SAT show a need for continued support and growth.

Root Cause 3: Advanced academics needs assessment indicates a need for greater focus on the culture of academic achievement, vertical alignment in rigor and assessment and professional development and coaching for faculty.

Problem Statement 3 Areas: Student Learning

Problem Statement 1: STAAR EOC data indicates that students who receive special education services did not meet Targeted Performance or Targeted Growth Goals in either Math or ELA/Reading domains.

Root Cause 1: Additional coaching support for the co-teach and inclusion model classes is needed in order to help teachers better implement instructional practices to meet individual needs.

Problem Statement 1 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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


Goals




Revised/Approved: September 19, 2022




Goal 1: Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.




Performance Objective 1: Students in all grades will master all RLA 1 and 2 content curricula as evidenced by earning scores on the 2023 STAAR EOC English 1 and 2 tests that meet or exceed the state averages by at least 5%.

Evaluation Data Sources: Disaggregated data from the 2023 STAAR EOC tests will show student performance exceeded the state average on each grade level test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will develop high quality, TEKS connected blended learning lesson plans and post them in Canvas each week.</p> <p>Strategy's Expected Result/Impact: Through the development of high quality lessons, student learning will be positively impacted, and students will meet growth and performance goals identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Instructional coaches will support and monitor lessons, while administrators will evaluate the success of the planning and lessons.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will use ELlevation and other online support and diagnostic software to improve reading comprehension and fluency. Target population is ESL, SPED, Dyslexia, 504 and struggling readers.</p> <p>Strategy's Expected Result/Impact: Through the use of high quality support and diagnostic software, student learning will be positively impacted, and students will meet growth and performance goals identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: EL Instructional Coach, Campus Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: ELlevation Software - ESSER III Grant ARP, Touchstone - Title III - \$1,613</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will set performance goals and participate in district bundle tests; teachers monitor results and conference individually with students concerning their performance and adjust and monitor goals as necessary. Students will maintain a +10 goal sheet.</p> <p>Strategy's Expected Result/Impact: Through the development of individual goals and ownership of goals, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: John Wink - ESSER III Grant ARP</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will meet with EL Instructional Coach and will utilize EL paraprofessional to coordinate language objectives, activities, interventions, translations and SLAM strategies for EB students in their classes. All core teachers have been SLAM trained. ELlevation Instructional strategies will be used to increase English language acquisition.</p> <p>Strategy's Expected Result/Impact: Through scaffolding of lessons, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: EL Instructional Coach and administrators.</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: EL Aides - Title III - \$49,777, EL Coach - State Compensatory Ed - \$11,466</p>	Formative			Summative
	Oct	Dec	Mar	June
				

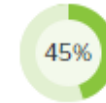
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will attend workshops and learning opportunities provided by campus instructional coaches and district instructional specialists.</p> <p>Strategy's Expected Result/Impact: Through the development of teacher instructional practices, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Administration, , District Specialists and Campus Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: All core Teachers will be GT certified and will implement research-based strategies to challenge and enrich curriculum for GT identified students. District instructional specialists and the Director of Advanced Academics support these efforts, as well as provide training and PD activities and data disaggregation to improve practice and support student achievement</p> <p>Strategy's Expected Result/Impact: Through the development of high quality advanced academin instruction, students will meet performance levels identified in Performance Objective 1. In addition, students will successfully participate in and succeed in advanced academic coursework.</p> <p>Staff Responsible for Monitoring: District GT Coordinator and Director of Advanced Academics, and AP Advisory Council Campus Representative</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will be trained and supported in the usage of Canvas and will become proficient in delivering instruction through these resources.</p> <p>Strategy's Expected Result/Impact: Through the delivery of quality blended learning lessons, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Adminstrators and Campus Media Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Accelerated Instruction will be provided for students not passing STAAR or EOC to help fill learning gaps and enable them to pass the state assessment.</p> <p>Strategy's Expected Result/Impact: Through participation in accelerated learning opportunities, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Student Success Coach; Campus and District Instructional Coaches</p> <p>Problem Statements: School Processes & Programs 1, 3</p> <p>Funding Sources: ELA - State Compensatory Ed - \$306,563, Student Success Coach - ESSER III Grant ARP, MAPS - State Compensatory Ed - \$91,386</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Students in need of course credit recovery and EOC remediation will be able to attend a credit recovery and remediation program outside of school hours.</p> <p>Strategy's Expected Result/Impact: Through additional remediation opportunities, students will meet performance goals identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Counselors</p> <p>Funding Sources: Credit Recovery - State Compensatory Ed - \$69,993</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers will provide academic support strategies to meet the needs of Emergent Bilinguals including the use of ELlevation strategies and student monitoring in the sheltered and core academic classrooms.</p> <p>Strategy's Expected Result/Impact: Through the academic support of EB students, students will meet growth and Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; EL Instructional Coach</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: The use of content and language supports will be intentionally taught to students who require them, and these supports will be provided on each assessment administered through Eduphoria.</p> <p>Strategy's Expected Result/Impact: By instructing students in the use of content and language supports,</p>	Formative			Summative
	Oct	Dec	Mar	June

students will meet growth goals and Performance Objective 1.

Staff Responsible for Monitoring: EL Instructional Coach; 504 Coordination; Special Education Department Lead

Problem Statements: School Processes & Programs 1, 3



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: For Porter High School students, college readiness as indicated by student scores on TSIA2, Advanced Placement, Dual Credit and ACT/SAT show a need for continued support and growth. **Root Cause:** Advanced academics needs assessment indicates a need for greater focus on the culture of academic achievement, vertical alignment in rigor and assessment and professional development and coaching for faculty.

School Processes & Programs




Problem Statement 1: STAAR EOC data indicates that students who are identified as Emergent Bilingual did not meet Targeted Performance Goal in Math or ELA/Reading domains nor the Targeted Growth Goal in the Math domain. **Root Cause:** Coaching and cross-curricular planning to help with first and second language literacy is needed to improve the learning and academic performance of our emergent bilingual students.




Problem Statement 3: STAAR EOC data indicates that students who receive special education services did not meet Targeted Performance or Targeted Growth Goals in either Math or ELA/Reading domains. **Root Cause:** Additional coaching support for the co-teach and inclusion model classes is needed in order to help teachers better implement instructional practices to meet individual needs.




Goal 1: Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.




Performance Objective 2: Students in all grades will master all Math content curricula as evidenced by earning scores on the 2023 STAAR EOC Algebra 1 tests that meet or exceed the state averages by at least 5%.







Evaluation Data Sources: Disaggregated data from the 2023 STAAR EOC tests will show student performance exceeded the state average on each grade level test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will develop high quality, TEKS connected blended learning lesson plans and post them in Canvas each week.</p> <p>Strategy's Expected Result/Impact: Through the development of high quality lessons, student learning will be positively impacted, and students will meet growth and performance goals identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Instructional coaches will support and monitor lessons, while administrators will evaluate the success of the planning and lessons.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will use the Delta Math program and Desmos, as well as other interactive and online software and websites to increase math knowledge and skills.</p> <p>Strategy's Expected Result/Impact: Through the use of quality interactive software to increase math knowledge and skills, students will meet Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Math Instructional Coach; Math Department Chair</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Each department will offer daily tutorials.</p> <p>Strategy's Expected Result/Impact: Through individual support, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Math Department Chair</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will set performance goals and participate in district bundle tests; teachers monitor results and conference individually with students concerning their performance and adjust and monitor goals as necessary. Students will maintain a +10 goal sheet.</p> <p>Strategy's Expected Result/Impact: Through the development of individual goals and ownership of goals, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: All teachers, Instructional Coaches</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will meet with EL Instructional Coach and will utilize EL paraprofessional to coordinate language objectives, activities, interventions, translations and SLAM strategies for EB students in their classes. All core teachers have been SLAM trained. ELLevation Instructional strategies will be used to increase English language acquisition.</p> <p>Strategy's Expected Result/Impact: Through scaffolding of lessons, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: EL Instructional Coach and administrators.</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Core content teachers will attend workshops and learning opportunities provided by campus instructional coaches and district instructional specialists.</p> <p>Strategy's Expected Result/Impact: Through the development of teacher instructional practices, students will meet performance levels identified in Performance Objective 1</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, District Specialists and Campus Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: All core Teachers will be GT certified and will implement research-based strategies to challenge and enrich curriculum for GT identified students. District instructional specialists and the Director of Advanced Academics support these efforts, as well as provide training and PD activities and data disaggregation to improve practice and support student achievement.</p> <p>Strategy's Expected Result/Impact: Through the development of high quality advanced academin instruction, students will meet performance levels identified in Performance Objective 1. In addition, students will successfully participate in and succeed in advanced academic coursework.</p> <p>Staff Responsible for Monitoring: Administrators, District Instructional Specialists, District GT Coordinator and Director of Advanced Academics, and AP Advisory Council Campus Representative</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will be trained and supported in the usage of Canvas and will become proficient in delivering instruction through these resources.</p> <p>Strategy's Expected Result/Impact: Through the delivery of quality blended learning lessons, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Adminstrators and Campus Media Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Accelerated Instruction will be provided for students not passing STAAR or EOC to help fill learning gaps and enable them to pass the state assessment.</p> <p>Strategy's Expected Result/Impact: Students' outcome will improve on STAAR EOC tests.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Student Success Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 3</p> <p>Funding Sources: Math - State Compensatory Ed - \$217,968</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Students in need of course credit recovery and EOC remediation will be able to attend a credit recovery and remediation program outside of school hours.</p> <p>Strategy's Expected Result/Impact: Through additional remediation opportunities, students will meet performance goals identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Counselors</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Teachers will provide academic support strategies to meet the needs of English Language Learners including the use of ELlevation strategies and student monitoring in the sheltered and core academic classrooms.</p> <p>Strategy's Expected Result/Impact: Through the academic support of EB students, students will meet growth and Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; EL Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: The use of content and language supports will be intentionally taught to students who require them, and these supports will be provided on each assessment administered through Eduphoria.</p> <p>Strategy's Expected Result/Impact: By instructing students in the use of content and language supports, students will meet growth goals and Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Instructional Coaches; EL Instructional Coach; 504 Coordination; Special Education Department Lead</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 13 Details	Reviews			
<p>Strategy 13: Teachers will provide opportunities for students to become proficient in the use of scientific/graphing calculators, specifically TI Inspire and Desmos.</p> <p>Strategy's Expected Result/Impact: Through the practice with the use of calculators available on the Algebra 1 EOC, students will achieve Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Math Instructional Coach; Math Department Chair; Math Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: In an effort to continue growing our students' math abilities, the instructional team will consistently search for and evaluate quality curriculum resources that will engage students in math discourse and help them to make connections from middle school math to the more abstract concepts found in Algebra 1.</p> <p>Strategy's Expected Result/Impact: Through the use of high quality instructional resources, students will achieve Performance Goal 1.</p> <p>Staff Responsible for Monitoring: Math Instructional Coach; Math Department Chair; Math Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Performance Objective 2 Problem Statements:




Student Learning
<p>Problem Statement 3: For Porter High School students, college readiness as indicated by student scores on TSIA2, Advanced Placement, Dual Credit and ACT/SAT show a need for continued support and growth. Root Cause: Advanced academics needs assessment indicates a need for greater focus on the culture of academic achievement, vertical alignment in rigor and assessment and professional development and coaching for faculty.</p>
School Processes & Programs
<p>Problem Statement 1: STAAR EOC data indicates that students who are identified as Emergent Bilingual did not meet Targeted Performance Goal in Math or ELA/Reading domains nor the Targeted Growth Goal in the Math domain. Root Cause: Coaching and cross-curricular planning to help with first and second language literacy is needed to improve the learning and academic performance of our emergent bilingual students.</p> <p>Problem Statement 3: STAAR EOC data indicates that students who receive special education services did not meet Targeted Performance or Targeted Growth Goals in either Math or ELA/Reading domains. Root Cause: Additional coaching support for the co-teach and inclusion model classes is needed in order to help teachers better implement instructional practices to meet individual needs.</p>





Goal 1: Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.






Performance Objective 3: Students in all grades will master all Science content curricula as evidenced by earning scores on the 2023 STAAR EOC Biology tests that meet or exceed the state averages by at least 5%.

Evaluation Data Sources: Disaggregated data from the 2023 STAAR EOC tests will show student performance exceeded the state average on each grade level test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will develop high quality, TEKS connected blended learning lesson plans and post them in Canvas each week.</p> <p>Strategy's Expected Result/Impact: Through the development of high quality lessons, student learning will be positively impacted, and students will meet growth and performance goals identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Instructional coaches will support and monitor lessons, while administrators will evaluate the success of the planning and lessons.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All core content will offer daily tutorials.</p> <p>Strategy's Expected Result/Impact: Through individual support, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: ELA Department Chair.</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will set performance goals and participate in district bundle tests; teachers monitor results and conference individually with students concerning their performance and adjust and monitor goals as necessary. Students will maintain a +10 goal sheet.</p> <p>Strategy's Expected Result/Impact: Through the development of individual goals and ownership of goals, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Department Chair, Administrators, Teachers</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will meet with EL Instructional Coach and will utilize EL paraprofessional to coordinate language objectives, activities, interventions, translations and SLAM strategies for EB students in their classes. All core teachers have been SLAM trained. ELLevation Instructional strategies will be used to increase English language acquisition.</p> <p>Strategy's Expected Result/Impact: Through scaffolding of lessons, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: EL Instructional Coach and Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Core content teachers will attend workshops and learning opportunities provided by campus instructional coaches and district instructional specialists.</p> <p>Strategy's Expected Result/Impact: Through the development of teacher instructional practices, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, District Specialists and Campus Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: All core Teachers will be GT certified and will implement research-based strategies to challenge and enrich curriculum for GT identified students. District instructional specialists and the Director of Advanced Academics support these efforts, as well as provide training and PD activities and data disaggregation to improve practice and support student achievement</p> <p>Strategy's Expected Result/Impact: Through the development of high quality advanced academin instruction, students will meet performance levels identified in Performance Objective 1. In addition, students will successfully participate in and succeed in advanced academic coursework.</p> <p>Staff Responsible for Monitoring: Administrators, District Instructional Specialists, District GT Coordinator and Director of Advanced Academics, and AP Advisory Council Campus Representative</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will be trained and supported in the usage of Canvas and will become proficient in delivering instruction through these resources.</p> <p>Strategy's Expected Result/Impact: Through the delivery of quality blended learning lessons, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Administrators and Campus Media Specialist</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Accelerated Instruction will be provided for students not passing STAAR or EOC to help fill learning gaps and enable them to pass the state assessment.</p> <p>Strategy's Expected Result/Impact: Through participation in accelerated learning opportunities, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Student Success Coach; Campus and District Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 3</p> <p>Funding Sources: Science - State Compensatory Ed - \$119,569</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers will provide academic support strategies to meet the needs of English Language Learners including the use of ELLevation strategies and student monitoring in the sheltered and core academic classrooms.</p> <p>Strategy's Expected Result/Impact: Through the academic support of EB students, students will meet growth and Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; EL Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: The use of content and language supports will be intentionally taught to students who require them, and these supports will be provided on each assessment administered through Eduphoria.</p> <p>Strategy's Expected Result/Impact: By instructing students in the use of content and language supports, students will meet growth goals and Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Instructional Coaches; EL Instructional Coach; 504 Coordination; Special Education Department Lead</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 11 Details	Reviews			
<p>Strategy 11: Students in need of course credit recovery and EOC remediation will be able to attend a credit recovery and remediation program outside of school hours.</p> <p>Strategy's Expected Result/Impact: Through additional remediation opportunities, students will meet performance goals identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Counselors</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 3 Problem Statements:




Student Learning
<p>Problem Statement 3: For Porter High School students, college readiness as indicated by student scores on TSIA2, Advanced Placement, Dual Credit and ACT/SAT show a need for continued support and growth. Root Cause: Advanced academics needs assessment indicates a need for greater focus on the culture of academic achievement, verticle alignment in rigor and assessment and professional development and coaching for faculty.</p>
School Processes & Programs
<p>Problem Statement 1: STAAR EOC data indicates that students who are identified as Emmergent Bilingual did not meet Targeted Performance Goal in Math or ELA/Reading domains nor the Targeted Growth Goal in the Math domain. Root Cause: Coaching and cross-curricular planning to help with first and second language literacy is needed to improve the learning and academic performance of our emergent bilingual students.</p> <p>Problem Statement 3: STAAR EOC data indicates that students who receive special education services did not meet Targeted Performance or Targeted Growth Goals in either Math or ELA/Reading domains. Root Cause: Additional coaching support for the co-teach and inclusion model classes is needed in order to help teachers better implement instructional practices to meet individual needs.</p>




Goal 1: Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.







Performance Objective 4: Students in all grades will master all Social Studies content curricula as evidenced by earning scores on the 2023 STAAR EOC US History tests that meet or exceed the state averages by at least 5%.

Evaluation Data Sources: Disaggregated data from the 2023 STAAR EOC tests will show student performance exceeded the state average on each grade level test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will develop high quality, TEKS connected blended learning lesson plans and post them in Canvas each week.</p> <p>Strategy's Expected Result/Impact: Through the development of high quality lessons, student learning will be positively impacted, and students will meet growth and performance goals identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Instructional coaches will support and monitor lessons, while administrators will evaluate the success of the planning and lessons.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All core content will offer daily tutorials.</p> <p>Strategy's Expected Result/Impact: Through individual support, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Social Studies Department Chair</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will set performance goals and participate in district bundle tests; teachers monitor results and conference individually with students concerning their performance and adjust and monitor goals as necessary. Students will maintain a +10 goal sheet.</p> <p>Strategy's Expected Result/Impact: Through the development of individual goals and ownership of goals, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Department Chair, Administrators, Teachers</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will meet with EL Instructional Coach and will utilize EL paraprofessional to coordinate language objectives, activities, interventions, translations and SLAM strategies for EB students in their classes. All core teachers have been SLAM trained. ELLevation Instructional strategies will be used to increase English language acquisition.</p> <p>Strategy's Expected Result/Impact: Through scaffolding of lessons, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: EL Instructional Coach and Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Core content teachers will attend workshops and learning opportunities provided by campus instructional coaches and district instructional specialists.</p> <p>Strategy's Expected Result/Impact: Through the development of teacher instructional practices, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, District Specialists and Campus Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: All core Teachers will be GT certified and will implement research-based strategies to challenge and enrich curriculum for GT identified students. District instructional specialists and the Director of Advanced Academics support these efforts, as well as provide training and PD activities and data disaggregation to improve practice and support student achievement</p> <p>Strategy's Expected Result/Impact: Through the development of high quality advanced academin instruction, students will meet performance levels identified in Performance Objective 1. In addition, students will successfully participate in and succeed in advanced academic coursework.</p> <p>Staff Responsible for Monitoring: Administrators, District Instructional Specialists, District GT Coordinator and Director of Advanced Academics, and AP Advisory Council Campus Representative</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will be trained and supported in the usage of Canvas and will become proficient in delivering instruction through these resources.</p> <p>Strategy's Expected Result/Impact: Through the delivery of quality blended learning lessons, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Administrators and Campus Media Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Accelerated Instruction will be provided for students not passing STAAR or EOC to help fill learning gaps and enable them to pass the state assessment.</p> <p>Strategy's Expected Result/Impact: Through participation in accelerated learning opportunities, students will meet performance levels identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Student Success Coach; Campus and District Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 3</p> <p>Funding Sources: Social Studies - State Compensatory Ed - \$123,251</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Students in need of course credit recovery and EOC remediation will be able to attend a credit recovery and remediation program outside of school hours.</p> <p>Strategy's Expected Result/Impact: Through additional remediation opportunities, students will meet performance goals identified in Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Counselors</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers will provide academic support strategies to meet the needs of English Language Learners including the use of ELLevation strategies and student monitoring in the sheltered and core academic classrooms.</p> <p>Strategy's Expected Result/Impact: Through the academic support of EB students, students will meet growth and Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; EL Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: The use of content and language supports will be intentionally taught to students who require them, and these supports will be provided on each assessment administered through Eduphoria.</p> <p>Strategy's Expected Result/Impact: By instructing students in the use of content and language supports, students will meet growth goals and Performance Objective 1.</p> <p>Staff Responsible for Monitoring: Instructional Coaches; EL Instructional Coach; 504 Coordination; Special Education Department Lead</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	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 4 Problem Statements:






Student Learning
<p>Problem Statement 3: For Porter High School students, college readiness as indicated by student scores on TSIA2, Advanced Placement, Dual Credit and ACT/SAT show a need for continued support and growth. Root Cause: Advanced academics needs assessment indicates a need for greater focus on the culture of academic achievement, vertical alignment in rigor and assessment and professional development and coaching for faculty.</p>
School Processes & Programs
<p>Problem Statement 1: STAAR EOC data indicates that students who are identified as Emergent Bilingual did not meet Targeted Performance Goal in Math or ELA/Reading domains nor the Targeted Growth Goal in the Math domain. Root Cause: Coaching and cross-curricular planning to help with first and second language literacy is needed to improve the learning and academic performance of our emergent bilingual students.</p> <p>Problem Statement 3: STAAR EOC data indicates that students who receive special education services did not meet Targeted Performance or Targeted Growth Goals in either Math or ELA/Reading domains. Root Cause: Additional coaching support for the co-teach and inclusion model classes is needed in order to help teachers better implement instructional practices to meet individual needs.</p>

Goal 1: Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 5: Provide a high quality, balanced, academically rigorous CTE program that enables students to pursue their choices in post-graduation opportunities.

Evaluation Data Sources: CTE industry based certifications numbers for the 2022-2023 school years; Porter High School's CCMR score report

Strategy 1 Details	Reviews			
<p>Strategy 1: CTE classes will align within Career Plans with the intent of providing defined career electives designed to better prepare the student for post-secondary education or the industry which they intend to enter.</p> <p>Strategy's Expected Result/Impact: Through providing defined career plans that build in skills and complexity, students will develop the knowledge and understanding necessary to earn industry certifications and enter the career or college of their choice upon graduation.</p> <p>Staff Responsible for Monitoring: CTE Coordinator; Dean of Instruction; Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Industry certifications will be embedded into the appropriate CTE courses to facilitate student workforce preparedness.</p> <p>Strategy's Expected Result/Impact: By embedding industry certifications into the appropriate course sequences, students will develop the knowledge and understanding necessary to earn these certifications.</p> <p>Staff Responsible for Monitoring: CTE Coordination; Dean of Instruction; CTE Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional coaching staff will provide Tier 1 instructional support to CTE teachers to help develop a rigorous learning environment that assures the development of the knowledge necessary to successfully earn industry certifications.</p> <p>Strategy's Expected Result/Impact: By providing Tier 1 instructional support to the CTE teachers, students will receive improved instruction which then supports increased learning and greater success on certification tests and workforce preparedness.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Campus Instructional Coaches</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


Performance Objective 5 Problem Statements:



School Processes & Programs
<p>Problem Statement 2: For Porter High School students, workforce readiness indicators including percentage of students earning industry certifications and Level I or Level II Certificates show a need for continued support and growth. Root Cause: CCMR data indicates the need for improved processes to support and monitor the earning of industry certifications in CTE courses.</p>






Goal 1: Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 6: NCISD will increase the percentage of students and student groups that are college ready as demonstrated by students taking advanced classes and tests such as Advanced Placement (AP), Dual Credit (DC), SAT, and ACT to meet or exceed the state level in participation. State levels: (AP 25.5%, SAT/ACT 71.6%) and performance (AP 50%, SAT 1375, ACT 20.3).

Evaluation Data Sources: Advanced Placement and Dual Credit enrollment and completion data for 2022-2023 school year; ACT/SAT/TSI score reports; Porter High School's CCMR score report

Strategy 1 Details	Reviews			
<p>Strategy 1: Through backwards curriculum planning and support, vertical alignment of rigor in content, instruction and assessment will be developed in order to facilitate student college readiness and success in Advanced Placement and Dual Credit coursework.</p> <p>Strategy's Expected Result/Impact: Through backwards curriculum planning and vertical alignment of rigor, students will be better prepared for success in Advanced Academics classes and all other college readiness indicators.</p> <p>Staff Responsible for Monitoring: District Advanced Academics Coordinator; Dean of Instruction; Campus AP Coordinator; Department Chairs</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Students participating in honors and advanced academics coursework will be exposed to assessment questioning and format through embedded content from released tests and preparation materials.</p> <p>Strategy's Expected Result/Impact: Through exposure to assessment questioning and format using released tests and preparation materials, students will better prepared for success in Advanced Academics classes and all other college readiness indicators.</p> <p>Staff Responsible for Monitoring: District Advanced Academics Coordinator; Dean of Instruction; Campus AP Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will have access to high quality test preparation coursework, tutoring and support outside of school hours to help prepare for Advanced Placement and college entrance exams.</p> <p>Strategy's Expected Result/Impact: By providing test preparation courses, tutoring and support outside of school hours, students who participate will be better prepared for and score better on college entry exams such as ACT, SAT and TSIA2.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Campus AP Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Through universal TSI testing and teacher recommendations, counselors will have data informed advisory meetings with students who meet the standards for admission into advanced academics courses in order to inform them of the benefits and opportunities available to them through Advanced Placement and Dual Credit classes.</p> <p>Strategy's Expected Result/Impact: By identifying students who have the necessary foundational skills and knowledge, the number of students who participate in advanced academics will increase.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 6 Problem Statements:









Student Learning
<p>Problem Statement 3: For Porter High School students, college readiness as indicated by student scores on TSIA2, Advanced Placement, Dual Credit and ACT/SAT show a need for continued support and growth. Root Cause: Advanced academics needs assessment indicates a need for greater focus on the culture of academic achievement, vertical alignment in rigor and assessment and professional development and coaching for faculty.</p>

Goal 1: Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 7: Porter High School will strive for and achieve a 98% graduation rate and an attendance rate that exceeds the state high school average.

Evaluation Data Sources: PEIMS and TAPR reports which provide official report on attendance and graduation rate.



Strategy 1 Details	Reviews			
<p>Strategy 1: Porter High School will provide on-campus CRC to help provide the environment and support for students to regain lost credits to graduate through an accelerated program, and upon completion of graduation requirements, we will host mini ceremonies to celebrate their achievements and to inspire and motivate other students in the program.</p> <p>Strategy's Expected Result/Impact: By providing alternative routes to high school graduation to those students who fall behind, we will increase the number of students who graduate.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Lead Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students at risk of not graduating their senior year will be provided a teacher mentor who will monitor their progress, support their academics, behavior and attendance and maintain contact with parents to help assure that these students complete their senior year successfully and graduate.</p> <p>Strategy's Expected Result/Impact: Through documented, one on one support for struggling Seniors and their parents, the number of students who successfully graduate each year will increase.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Mentor Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Mentoring Stipend - Title IV - \$21,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Pregnancy related services (PRS) will be utilized for students who self-identify as needing the services. East Montgomery County Youth Services will be contracted to assist and connect students with appropriate resources. The campus will assist with homebound services, offer alternative solutions for graduation completion, and offer child development classes.</p> <p>Strategy's Expected Result/Impact: By providing Pregnancy Related Services, those students who qualify will receive the support and services needed to successfully complete high school with their cohort.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Counselors</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: School Messenger will call absent students, and the attendance committee will meet to take appropriate action on excessive absences and investigate immediately any possible dropout situations</p> <p>Strategy's Expected Result/Impact: Through monitoring absences and taking appropriate actions, students will attend school more regularly, increasing both student achievement and attendance rates.</p> <p>Staff Responsible for Monitoring: Associate Principal; Attendance Department</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Porter High School will recognize and celebrate students who have perfect attendance at end of year awards ceremony</p> <p>Strategy's Expected Result/Impact: By celebrating those who have perfect attendance and creating a positive culture around attendance, students will attend school more regularly, increasing both student achievement and attendance rates.</p> <p>Staff Responsible for Monitoring: Associate Principal; Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Students at risk for losing course credit because of absences will be placed on an attendance recovery plan.</p> <p>Strategy's Expected Result/Impact: By intervening with students who are at risk of losing credit as a result of excessive absences and creating an attendance recovery plan, students will earn credit and graduate with appropriate cohort.</p> <p>Staff Responsible for Monitoring: Associate Principal; Assistant Principals</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Porter High School will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 1: Porter High School will investigate, establish, and promote programs to ensure the safety of students and staff.

Evaluation Data Sources: PEIMS data will be disaggregated to identify strengths and areas needing improvement through PEIMS discipline records. Parent, staff, and student surveys will also be conducted.

Strategy 1 Details	Reviews			
<p>Strategy 1: All NCISD resources and programs which help insure a safe and orderly environment will be fully implemented: School Peace Officer with K-9 visits to the campus; Raptor visitor screening; security cameras; bullying and violence prevention training for staff and students; Red Ribbon Week anti-drug abuse activities; dating violence education; safety drills; health services; random drug testing for athletes and coaches; counseling services; transition from DAEP/JJAEP placements; CPI PBSI training; mandatory staff and student ID badge display; local anti-bullying reporting systems</p> <p>Strategy's Expected Result/Impact: Through the adherence to a strict policy and procedures related to school safety, students will experience academic growth and success in a safe and secure school environment.</p> <p>Staff Responsible for Monitoring: Principal; Associate Principal; Mr. Michael Guillian; All Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Porter High School will implement weekly exterior door safety audits and continue to maintain all safety measures and devices such as alarms, cameras and first aid equipment.</p> <p>Strategy's Expected Result/Impact: Through the adherence to a strict policy and procedures related to school safety, students will experience academic growth and success in a safe and secure school environment.</p> <p>Staff Responsible for Monitoring: Principal; Associate Principal; Mr. Michael Guillian</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Porter High School will establish an Emergency Response Team (ERT) that will meet regularly to establish norms, review safety procedures and policies and assure the continued safety of our students and staff.</p> <p>Strategy's Expected Result/Impact: Through the establishment of an Emergency Response Team, safety will</p>	Formative			Summative
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be improved through the examination of procedures and safety implementation processes.

Staff Responsible for Monitoring: Principal; Associate Principal; Mr. Michael Guillian

ESF Levers:

Lever 1: Strong School Leadership and Planning



No Progress

Accomplished



Continue/Modify






Discontinue

Goal 3: Porter High School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 1: Porter High School will hire and retain highly qualified teachers and well-qualified paraprofessionals.

Evaluation Data Sources: The PHS staffing plan will reflect 100% of teachers and paraprofessionals meeting the state certification standards.


Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will network and attend job fairs as needed to attract and hire state certified and industry experienced staff.</p> <p>Strategy's Expected Result/Impact: By networking and attending job fairs, administrators can identify and attract qualified staff.</p> <p>Staff Responsible for Monitoring: Principal; Dean of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Competitive stipends and salaries are offered to enhance opportunities for teachers to grow and stay in the district.</p> <p>Strategy's Expected Result/Impact: By staying competitive with salaries and stipends, teachers will be attracted to the district and will be likely to stay in the district.</p> <p>Staff Responsible for Monitoring: Director of Finance; HR</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Porter High School administration will strive to develop a culture of high expectations and high support to a positive growth focused work environment for all staff and faculty through SEL and programs to improve teacher work life.</p> <p>Strategy's Expected Result/Impact: By creating a positive worklife and culture, teachers will be attracted to Porter High School and more likely to stay with the school.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; 7 Mindsets Lead</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Porter High School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 2: Porter High School will provide meaningful and quality professional growth opportunities for all administrators, teachers, and paraprofessionals. Staff will participate in high-quality professional development activities during the year.

Evaluation Data Sources: NCISD will collect data regarding staff participation and the effectiveness of staff development activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Porter High School wil provide meaningful and high-quality leadership, social and emotional, and academic professional development for all administrators.</p> <p>Strategy's Expected Result/Impact: Through high quality leadership, social and emotional and academic professioanl development, administrators will continue to grow in all aspects of school leadership and provide a quality work a dlearning environment for staff and students.</p> <p>Staff Responsible for Monitoring: Prinicpal; Dean of Instruction; Director of SEL</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will attend high quality, research-based staff development and training sessions offered by Region 4 and Region 6, including Rice Institute and Lead4ward, and will implement strategies in their classrooms. Teachers will attend trainings provided by District Instructional Specialist and Campus Instructional Coaches.</p> <p>Strategy's Expected Result/Impact: Through opportunities to attend high quality development and training, teachers will grow in their professional and instructional skills</p> <p>Staff Responsible for Monitoring: Dean of Instruction; District Instructional Coaches; Campus Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - Title II - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: General education teachers will be trained to maximize effectiveness of SPED co-teachers and inclusion paraprofessionals/ teachers in their classes.</p> <p>Strategy's Expected Result/Impact: Through coaching and support from district Special Education specialists, teachers will become effective at utilizing the talent and resources provided by special education professionals.</p> <p>Staff Responsible for Monitoring: District Special Education Staff; District Instructional Coaches; Dean of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Dec	Mar	June
				
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Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: STAAR EOC data indicates that students who receive special education services did not meet Targeted Performance or Targeted Growth Goals in either Math or ELA/Reading domains. Root Cause: Additional coaching support for the co-teach and inclusion model classes is needed in order to help teachers better implement instructional practices to meet individual needs.</p>

Goal 3: Porter High School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 3: Administrators will support district new teacher mentor program efforts; will strive to create a positive and pleasant school climate; and also to support PHS staff in order to retain happy and productive educators in each classroom and in each department on campus.



Evaluation Data Sources: Staff retention rates; Panorama survey results; Google form Climate and Culture surveys







Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers new to the district and novice teachers will be paired with a mentor and participate in district and campus activities to support their content and classroom management growth.</p> <p>Strategy's Expected Result/Impact: Through mentoring and support, novice teachers will be supported professionally and emotionally as they grow in competency in both instruction and classroom management.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Instructional Coaches</p> <p>Funding Sources: Instructional Coaches - State Compensatory Ed - \$151,069</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will strive to create a system of teacher support through offering Social and Emotional Growth opportunities, designing teacher positive spaces and developing strong relationships from the top down to assure a sense of workplace belonging.</p> <p>Strategy's Expected Result/Impact: By developing systems that support teacher well-being, administration will be better able to attract and retain quality teachers and improve the work culture of Porter High School.</p> <p>Staff Responsible for Monitoring: Principal; Dean of Instruction; Director of SEL/7 Mindsets</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Porter High School will continue to increase opportunities for parent/family and community engagement in all educational processes of our district.

Performance Objective 1: Porter High School will increase parent and community engagement.

Evaluation Data Sources: Event attendance data; Program participation observations and data; Parent and student surveys that report impact of these parent involvement programs and opportunities

Strategy 1 Details	Reviews			
<p>Strategy 1: Porter High School parents are provided the following options, among others, for involvement in their child's education: parent volunteers; attend and volunteer at fine arts, extracurricular, and athletic competitions and functions; book fairs; fundraising; awards ceremonies; Meet the Spartans open house event.</p> <p>Strategy's Expected Result/Impact: Through offering a variety of parental involvement opportunities, parent will become involved in the school and their students' education, which will benefit student performance and success.</p> <p>Staff Responsible for Monitoring: Principal; Associate Principal; Dean of Instruction; Counselors; All Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Various parent training events and communication avenues such as the campus website, bi-weekly community newsletter, Facebook, Twitter, school marquee board; School Messenger callout system; Remind 101 app, and Skyward are provided to parents.</p> <p>Strategy's Expected Result/Impact: Using a variety of communication platforms, parents will maintain an understanding of the events, supports and opportunities for involvement and will increase parental involvement.</p> <p>Staff Responsible for Monitoring: Associate Principal; Dean of Instruction; EL Instructional Coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Porter High School will reach out to and provide support for our Spanish speaking families by assuring that all parent communication will be sent out in English and Spanish; parent night meetings, such as grade level meetings and FASFA/TASFA nights, will be offered in separate English and Spanish sessions; create and conduct targeted support events to help families navigate our school systems so that they can be empowered to support their children's academic growth and success.</p> <p>Strategy's Expected Result/Impact: Through providing opportunities for involvement and inclusion for families who are English and/or Spanish speaking, parents will have more access to important information, support and resources regardless of home language.</p> <p>Staff Responsible for Monitoring: Associate Principal; Dean of Instruction; Lead Counselor</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors will hold parent and student meetings both during and after school hours to help advise and guide them to resources and through processes that will help assure student success both at Porter High School and as they transition into post-secondary school or career of choice.</p> <p>Strategy's Expected Result/Impact: By providing advising and guidance, counselors will provide the support necessary for students to transition into college or career of choice upon graduation.</p> <p>Staff Responsible for Monitoring: Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: STAAR EOC data indicates that students who are identified as Emergent Bilingual did not meet Targeted Performance Goal in Math or ELA/Reading domains nor the Targeted Growth Goal in the Math domain. Root Cause: Coaching and cross-curricular planning to help with first and second language literacy is needed to improve the learning and academic performance of our emergent bilingual students.</p>