

New Caney Independent School District

Porter High School

2023-2024 Improvement Plan



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	2,128	100.00%
American Indian/Alaska Native	9	.41%
Asian	33	1.55%
African American	177	8.32%
Hispanic	1,345	63.2%
White	495	23.26%
Two or More	67	3.15%

<u>Category</u>	<u>Number</u>	<u>Percent</u>
Total Enrollment	2,128	100.00%
Male	1,067	50.14%
Female	1,061	49.86%

<u>Category</u>	<u>Number</u>	<u>Percent</u>
Total Enrollment	2,128	100.00%
Economically Disadvantaged	1,497	70.35%
Non-Economically Disadvantaged	631	29.65%

<u>Special Programs</u>	<u>Number</u>	<u>Percent</u>
504	261	12.27%
Gifted & Talented	121	5.69%
ESL	419	19.69%
Special Education	192	9.02%

Staff Demographics

<u>Category</u>	<u>Number</u>	<u>Percent</u>
Total Staff	180	100.00%
Teachers	148	82.2%
Professional Support	15	8.3%
Campus Administration	8	4.4%
Educational Aides	10	5.5%

<u>Category: Degree Held</u>	<u>Number</u>	<u>Percent</u>
Total Teachers	148	100%
Bachelors	106	71.6%
Masters	38	25.6%
Doctorate	4	2.7%

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.

Problem Statement 4: While our scores for first time EOC test takers are growing, students who are repeat test takers show the need for growth and support. **Root Cause:** As students repeat the same test without success, their sense of confidence falls indicating the need for strong initial remediation and support to increase success on the 2nd round of testing.

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
- Instructional Coach - Science
- 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

School Processes & Programs Strengths

Porter High School athletics, fine arts and CTE programs excel having won repeated honors on the local, regional, state and national levels. These programs allow students to live their passion and provide motivation to continue to work hard to maintain academic success to be eligible for UIL competitions. These programs add to the positive culture of Porter High School and provide opportunities for students to be involved in school in ways that support their interests and their unique strengths and goals. Finally, as a showcase for students, athletics, CTE and fine arts provide opportunities for rich community involvement through parent support organizations and the myriad of after school performances and competitions.

For students who struggle and are unlikely to finish high school, Porter High School offers credit recovery opportunities through which students can successfully earn their high school diploma and graduate with peers. This CRC program has proven to be a beneficial pathway to success for students with a variety of struggles. In addition to daily afternoon tutoring to support struggling students efforts to pass classes, weekend Saturday schools and Edgenuity learning lab courses allow students to recover credit that they might be missing and stay on track to graduate with their peers.

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 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

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 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

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
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Discipline records
- 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
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

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			
Strategy 1: Teachers will develop high quality, TEKS connected blended learning lesson plans and post them in Canvas each week. 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. Staff Responsible for Monitoring: Instructional coaches will support and monitor lessons, while administrators will evaluate the success of the planning and lessons. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: EL Instructional Coach, Campus Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: ELlevation Software - ESSER III Grant ARP, Touchstone - Title III - \$1,613	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Teachers, Instructional Coaches ESF Levers: Lever 5: Effective Instruction Funding Sources: John Wink - ESSER III Grant ARP	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
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. Strategy's Expected Result/Impact: Through scaffolding of lessons, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: EL Instructional Coach and administrators. ESF Levers: Lever 5: Effective Instruction Funding Sources: EL Aides - Title III - \$49,777, EL Coach - State Compensatory Ed - \$12,168	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will attend workshops and learning opportunities provided by campus instructional coaches, district instructional specialists and outside consultants to support and bolster both performance and self-efficacy of English teachers. Strategy's Expected Result/Impact: Through the development of teacher instructional practices, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Administration, , District Specialists and Campus Instructional Coaches ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June

Strategy 6 Details	Reviews			
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 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. Staff Responsible for Monitoring: District GT Coordinator and Director of Advanced Academics, and AP Advisory Council Campus Representative ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers will be trained and supported in the usage of Canvas and will become proficient in delivering instruction through these resources. Strategy's Expected Result/Impact: Through the delivery of quality blended learning lessons, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Adminstrators and Campus Media Specialist ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 8 Details	Reviews			
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, focusing on first time repeaters. Strategy's Expected Result/Impact: Through participation in accelerated learning opportunities, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Dean of Instruction; Student Success Coach; Campus Instructional Coaches Funding Sources: ELA - State Compensatory Ed - \$100,577, Student Success Coach - ESSER III Grant ARP	Formative			Summative
	Oct	Dec	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Students in need of course credit recovery and EOC remediation will be have the opportunity to attend CRC and credit recovery during the school day, as well as outside of school hours. Strategy's Expected Result/Impact: Through additional remediation opportunities, students will meet performance goals identified in Performance Objective 1. Staff Responsible for Monitoring: Dean of Instruction; Counselors Funding Sources: Credit Recovery - State Compensatory Ed - \$77,326	Formative			Summative
	Oct	Dec	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Teachers will provide academic support strategies to meet the needs of Emmergent Bilinguals including the use of ELLevation strategies and student monitoring in the sheltered and core academic classrooms. Strategy's Expected Result/Impact: Through the academic support of EB students, students will meet growth and Performance Objective 1. Staff Responsible for Monitoring: Dean of Instruction; EL Instructional Coach	Formative			Summative
	Oct	Dec	Mar	June
Strategy 11 Details	Reviews			
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. 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. Staff Responsible for Monitoring: EL Instructional Coach; 504 Coordination; Special Education Department Lead	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 Math content as evidenced by earning scores on the 2024 STAAR EOC Algebra 1 tests that meet or exceed the state averages by at least 5%.





Evaluation Data Sources: Disaggregated data from the 2024 STAAR EOC tests will show student performance met or exceeded the state average.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will develop high quality, TEKS connected blended learning lesson plans and post them in Canvas each week. 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. Staff Responsible for Monitoring: Instructional coaches will support and monitor lessons, while administrators will evaluate the success of the planning and lessons. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Through the use of quality interactive software to increase math knowledge and skills, students will meet Performance Objective 1. Staff Responsible for Monitoring: Dean of Instruction; Math Instructional Coach; Math Department Chair ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Each department will offer daily tutorials. Strategy's Expected Result/Impact: Through individual support, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Math Department Chair ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
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. 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. Staff Responsible for Monitoring: All teachers, Instructional Coaches ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
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. Strategy's Expected Result/Impact: Through scaffolding of lessons, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: EL Instructional Coach and administrators. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Core content teachers will attend workshops and learning opportunities provided by campus instructional coaches and district instructional specialists, in addition to receiving coaching and in-class support from a content specialized instructional coach. Strategy's Expected Result/Impact: Through the development of teacher instructional practices, students will meet performance levels identified in Performance Objective 1 Staff Responsible for Monitoring: Administration, Department Chairs, District Specialists and Campus Instructional Coaches ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: All Honors/AP 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. 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. Staff Responsible for Monitoring: Administrators, District Instructional Specialists, District GT Coordinator and Director of Advanced Academics, and AP Advisory Council Campus Representative ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Mar	June
Strategy 8 Details		Reviews			
Strategy 8: Teachers will be trained and supported in the usage of Canvas and will become proficient in delivering instruction through these resources. Strategy's Expected Result/Impact: Through the delivery of quality blended learning lessons, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Adminstrators and Campus Media Specialist ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Mar	June
Strategy 9 Details		Reviews			
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, focusing on 1st time re-takers in particular. Strategy's Expected Result/Impact: Students' outcome will improve on STAAR EOC tests. Staff Responsible for Monitoring: Dean of Instruction; Student Success Coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Math - State Compensatory Ed - \$25,691		Formative			Summative
		Oct	Dec	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Students in need of course credit recovery and EOC remediation will be have the opportunity to attend CRC and credit recovery during the school day, as well as outside of school hours. Strategy's Expected Result/Impact: Through additional remediation opportunities, students will meet performance goals identified in Performance Objective 1. Staff Responsible for Monitoring: Dean of Instruction; Counselors	Formative			Summative
	Oct	Dec	Mar	June
Strategy 11 Details	Reviews			
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. Strategy's Expected Result/Impact: Through the academic support of EB students, students will meet growth and Performance Objective 1. Staff Responsible for Monitoring: Dean of Instruction; EL Instructional Coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 12 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Instructional Coaches; EL Instructional Coach; 504 Coordination; Special Education Department Lead ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Teachers will provide opportunities for students to become proficient in the use of scientific/graphing calculators, specifically TI Inspire and Desmos. Strategy's Expected Result/Impact: Through the practice with the use of calcaultors available on the Algebra 1 EOC, students will achieve Performance Objective 1. Staff Responsible for Monitoring: Math Instructional Coach; Math Department Chair; Math Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June

Strategy 14 Details		Reviews			
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. Strategy's Expected Result/Impact: Through the use of high quality instructional resources, students will achieve Performance Goal 1. Staff Responsible for Monitoring: Math Instructional Coach; Math Department Chair; Math Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

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 2024 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			
Strategy 1: Teachers will develop high quality, TEKS connected blended learning lesson plans and post them in Canvas each week. 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. Staff Responsible for Monitoring: Department Chairs will support and monitor lessons, while administrators will evaluate the success of the planning and lessons. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All core content will offer daily tutorials. Strategy's Expected Result/Impact: Through individual support, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Department Chair.	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Department Chair & Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
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. Strategy's Expected Result/Impact: Through scaffolding of lessons, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: EL Instructional Coach and Administrators ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Core content teachers will attend workshops and learning opportunities provided by campus instructional coaches and district instructional specialists, in addition to receiving coaching and in-class support from a content specialized instructional coach. Strategy's Expected Result/Impact: Through the development of teacher instructional practices, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Dean of Instruction ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
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 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. Staff Responsible for Monitoring: Administrators, District Instructional Specialists, District GT Coordinator and Director of Advanced Academics, and AP Advisory Council Campus Representative ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Teachers will be trained and supported in the usage of Canvas and will become proficient in delivering instruction through these resources. Strategy's Expected Result/Impact: Through the delivery of quality blended learning lessons, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Adminstrators and Campus Media Specialist	Formative			Summative
	Oct	Dec	Mar	June
Strategy 8 Details	Reviews			
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, focusing on 1st time re-testers in particular. Strategy's Expected Result/Impact: Through participation in accelerated learning opportunities, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Dean of Instruction; Student Success Coach; Campus and District Instructional Coaches ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Science - State Compensatory Ed - \$15,845	Formative			Summative
	Oct	Dec	Mar	June
Strategy 9 Details	Reviews			
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. Strategy's Expected Result/Impact: Through the academic support of EB students, students will meet growth and Performance Objective 1. Staff Responsible for Monitoring: Dean of Instruction; EL Instructional Coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 10 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Instructional Coaches; EL Instructional Coach; 504 Coordination; Special Education Department Lead	Formative			Summative
	Oct	Dec	Mar	June

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

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			
Strategy 1: Teachers will develop high quality, TEKS connected blended learning lesson plans and post them in Canvas each week. 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. Staff Responsible for Monitoring: Instructional coaches will support and monitor lessons, while administrators will evaluate the success of the planning and lessons. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All core content will offer daily tutorials. Strategy's Expected Result/Impact: Through individual support, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Social Studies Department Chair	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Department Chair & Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
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. Strategy's Expected Result/Impact: Through scaffolding of lessons, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: EL Instructional Coach and Administrators ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Core content teachers will attend workshops and learning opportunities provided by campus instructional coaches and district instructional specialists in addition to receiving coaching and in-class support from a content specific instructional coach. Strategy's Expected Result/Impact: Through the development of teacher instructional practices, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Administration, Department Chairs, District Specialists and Campus Instructional Coaches ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
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 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. Staff Responsible for Monitoring: Administrators, District Instructional Specialists, District GT Coordinator and Director of Advanced Academics, and AP Advisory Council Campus Representative ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Teachers will be trained and supported in the usage of Canvas and will become proficient in delivering instruction through these resources. Strategy's Expected Result/Impact: Through the delivery of quality blended learning lessons, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Administrators and Campus Media Specialist ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 8 Details	Reviews			
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. Strategy's Expected Result/Impact: Through participation in accelerated learning opportunities, students will meet performance levels identified in Performance Objective 1. Staff Responsible for Monitoring: Dean of Instruction; Student Success Coach; Campus and District Instructional Coaches ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Social Studies - State Compensatory Ed - \$5,184	Formative			Summative
	Oct	Dec	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Students in need of course credit recovery and EOC remediation will be have the opportunity to attend CRC and credit recovery during the school day, as well as outside of school hours. Strategy's Expected Result/Impact: Through additional remediation opportunities, students will meet performance goals identified in Performance Objective 1. Staff Responsible for Monitoring: Dean of Instruction; Counselors	Formative			Summative
	Oct	Dec	Mar	June
Strategy 10 Details	Reviews			
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. Strategy's Expected Result/Impact: Through the academic support of EB students, students will meet growth and Performance Objective 1. Staff Responsible for Monitoring: Dean of Instruction; EL Instructional Coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June





Strategy 11 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Instructional Coaches; EL Instructional Coach; 504 Coordination; Special Education Department Lead ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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			
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. 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. Staff Responsible for Monitoring: CTE Coordinator; Dean of Instruction; Lead Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Industry certifications will be embedded into the appropriate CTE courses to facilitate student workforce preparedness. 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. Staff Responsible for Monitoring: CTE Coordination; Dean of Instruction; CTE Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Laederal Simulator for Health Science - CTE - Perkins - \$4,307, Computer Lab for A/V Production - CTE - Perkins - \$56,810	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details		Reviews			
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. 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. Staff Responsible for Monitoring: Dean of Instruction; Campus Instructional Coaches TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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			
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. 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. Staff Responsible for Monitoring: District Advanced Academics Coordinator; Dean of Instruction; Campus AP Coordinator; Department Chairs TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: District Advanced Academics Coordinator; Dean of Instruction; Campus AP Coordinator TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June





Strategy 3 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Dean of Instruction; Campus AP Coordinator TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Dean of Instruction; Lead Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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			
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. 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. Staff Responsible for Monitoring: Dean of Instruction; Lead Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Dean of Instruction; Mentor Teachers ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: Mentoring Stipend - Title IV - \$21,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Dean of Instruction; Counselors	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
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 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. Staff Responsible for Monitoring: Associate Principal; Attendance Department	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Porter High School will recognize and celebrate students who have perfect attendance at end of year awards ceremony 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. Staff Responsible for Monitoring: Associate Principal; Assistant Principals ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Students at risk for losing course credit because of absences will be placed on an attendance recovery plan. 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. Staff Responsible for Monitoring: Associate Principal; Assistant Principals	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 8: Provide access to updated, high quality print and digital library resources.





Evaluation Data Sources: Library system check out statistics.
Records of library materials by age, check out numbers, and relevant, current content.

Strategy 1 Details	Reviews			
Strategy 1: Analyze current library records, identify areas of need and purchase resources to update the campus library collections. Strategy's Expected Result/Impact: Students will have access to check out library resources that are of high interest and relevant to help cultivate a culture of literacy to support student achievement. Staff Responsible for Monitoring: Director of Digital Learning, Campus Principals, Media Specialists, Coordinator of Library and Instructional Materials Funding Sources: - ESSER III Grant ARP - \$12,500	Formative			Summative
	Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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			
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 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. Staff Responsible for Monitoring: Principal; Associate Principal; Mr. Michael Guillian; All Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Principal; Associate Principal; Mr. Michael Guillian	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Through the establishment of an Emergency Response Team, safety will 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, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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			
Strategy 1: Administrators will network and attend job fairs as needed to attract and hire state certified and industry experienced staff. Strategy's Expected Result/Impact: By networking and attending job fairs, administrators can identify and attract qualified staff. Staff Responsible for Monitoring: Principal; Dean of Instruction TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Competitive stipends and salaries are offered to enhance opportunities for teachers to grow and stay in the district. 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. Staff Responsible for Monitoring: Director of Finance; HR TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Dec	Mar	June





Strategy 3 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Dean of Instruction; 7 Mindsets Lead TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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, counselors, teachers, and paraprofessionals, including LOTE and ESL teachers. 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: Prinicipal; 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 including professional conferences and 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			
Strategy 3: General education teachers will be trained to maximize effectiveness of SPED co-teachers and inclusion paraprofessionals/ teachers in their classes. 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. Staff Responsible for Monitoring: District Special Education Staff; District Instructional Coaches; Dean of Instruction TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

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			
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. 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. Staff Responsible for Monitoring: Dean of Instruction; Instructional Coaches Funding Sources: Instructional Coaches - State Compensatory Ed - \$157,329	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Principal; Dean of Instruction; Director of SEL/7 Mindsets	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
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. 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. Staff Responsible for Monitoring: Principal; Associate Principal; Dean of Instruction; Counselors; All Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Mar	June
Strategy 2 Details		Reviews			
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. 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. Staff Responsible for Monitoring: Associate Principal; Dean of Instruction; EL Instructional Coach ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Associate Principal; Dean of Instruction; Lead Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Lead Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

State Compensatory

Budget for Porter High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.76

Brief Description of SCE Services and/or Programs

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Personnel for Porter High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexandria Jeter	English	0.19
Amanda Cramer Kelly	Science	0.04
Amber Sturdy	Instructional Coach	1
Benjamin Shackelford	Science	0.11
Christina Sizemore	EL Coach	0.13
Claire Gerlach	Math	0.22
Collins Adams	English	0.04
Deedra Michelle Harris	Credit Recovery	1
Jennifer Younge	Instructional Coach	1
Kaci Dove	English	0.11
Martha Strickler	Social Studies	0.04
Morgan Wallace	English	0.3
Shauna Thomas	English	0.07
Timothy Rokohl	Math	0.07
Yannat Estaban	ESOL Reading	0.44

Campus Funding Summary

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
3	2	2	Professional Development		\$5,000.00
Sub-Total					\$5,000.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Touchstone		\$1,613.00
1	1	4	EL Aides		\$49,777.00
Sub-Total					\$51,390.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2	Mentoring Stipend		\$21,000.00
Sub-Total					\$21,000.00
ESSER III Grant ARP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ELLevation Software		\$0.00
1	1	3	John Wink		\$0.00
1	1	8	Student Success Coach		\$0.00
1	8	1			\$12,500.00
Sub-Total					\$12,500.00
State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	EL Coach		\$12,168.00
1	1	8	ELA		\$100,577.00
1	1	9	Credit Recovery		\$77,326.00
1	2	9	Math		\$25,691.00
1	3	8	Science		\$15,845.00
1	4	8	Social Studies		\$5,184.00

State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Instructional Coaches		\$157,329.00
Sub-Total					\$394,120.00
CTE - Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Computer Lab for A/V Production		\$56,810.00
1	5	2	Laederal Simulator for Health Science		\$4,307.00
Sub-Total					\$61,117.00