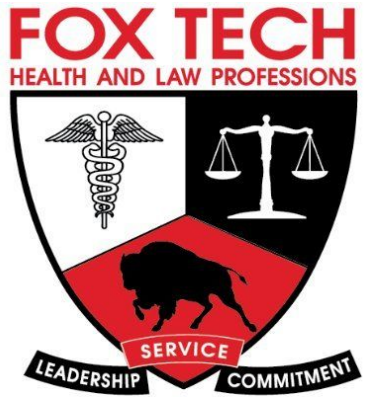


# Campus Improvement Plan

## 2023-2024



Fox Tech High School

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Christina Martinez  
District 6**



**Vice President  
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District 3**



**Trustee  
Stephanie Torres  
District 5**



**Trustee  
Ed Garza  
District 7**



**Superintendent of Schools  
Dr. Jaime Aquino**

## **VISION**

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

## **MISSION**

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

## **CORE VALUES**

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

## **CORE BELIEFS**

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

## SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the SAISD Standard for Social Emotional Readiness from the August 2024 baseline to baseline +25% in August 2027.



## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 5.8.23 & 5.15.23	<a href="#"><u>Fox Tech 23-24 CNA Process &amp; Artifacts</u></a>
Meeting #2 5.25.23 & 6.2.23	<a href="#"><u>Fox Tech 23-24 CNA Process &amp; Artifacts</u></a>

#### How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

Fox Tech High School uses the needs assessment process to identify legitimate school needs and root causes of those needs. We then work to create school goals based on those needs and they are written in SMART format in our campus improvement plan. The CIP is analyzed even further as performance objectives are designed and strategies created to meet those objectives. The campus faculty, staff and administration are divided into four main groups: Demographics, Student Learning, School Processes and Programs, and Perceptions Domains. Teachers decide which group they are most passionate about and they join the appropriate group, other support personnel are assigned to groups based on their job function and level of knowledge or contribution to the topic. Data is gathered for each of the four domains in May/June (or as released) and placed in a google drive in four different folders for teams to access. Campus leaders met to receive CNA training on facilitating the process as each campus leader was designated for each group along with a co-lead for each domain. Each team met at least 4 times, to analyze data, use guiding questions to determine strengths and weaknesses for each domain. Once weaknesses were identified, three needs were developed for each domain and teams worked through the root cause analysis process. Campus teams created a summary of findings and presented their summary at a faculty meeting. Based on needs identified, performance objectives were created and specific targets designed to include in the campus improvement plan. Administrator team and campus leaders then work together to write strategies to meet goals based on needs; the budget is then aligned to needs and designated accordingly (once budgets are released). Parents provide feedback to the team on concerns, questions or additions they want to see in August. Adjustments are made at that time and teachers review plan in early fall for additional adjustments.

Fox Tech has several strengths. This year we had a 90% passing rate in all dual credit classes at both SAC and UTSA. We also have 99% graduation rate and strive for 100% yearly. We increased our enrollment in our H-TECH program and now have 227 students enrolled. We will also launch a new H-TECH degree program, a nursing pipeline, in the fall of 2024. We will offer an Associate of Applied Science in Nursing degree pathway (a six year program) that allows students to take their NCLEX exam at the completion of the program. Students who become registered nurses will automatically be able to take one more year of courses (student will pay for) and complete a Bachelor of Science in Nursing from San Antonio College. In addition, we will launch a political science pathway in our law program that allows students to earn 42 college credit toward a Political Science degree that is degree applicable to the following state institutions:

- Angelo State University (ASU)
- Sam Houston State University (SHSU)
- Texas A&M University, Corpus Christi (TAMUCC)
- Texas A&M University, Central Texas (TAMUCT)
- Texas Tech University (TTU)
- University of Texas at Rio Grande Valley (UTRGV)
- University of Texas at San Antonio (UTSA)

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Demographics (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Attendance	Attendance report	PS DE-1	School attendance was at a rate of 86.45 % in the 2022-2023 school year, an increase over 2021-2022's 82.4% but still low. Prior to COVID, the attendance rate was 93.3%. As the rate of attendance decreases, the failure rate increases.
		RC DE-1	Few repercussions from absences; systems not aligned to data needs.
Discipline Referrals	Discipline Report	PS DE-2	The most frequent incidents were fighting (12), leaving school grounds (8), assaults (5), and verbal abuse (5).
		RC DE-2	Our lack of strategic emotional support during previous stressful years for students and families. Continued SEL and other socioeconomic training is needed for all teachers and staff, new LMS for students, virtual learning difficult for most students.
Staffing Gender Diversity	Anecdotal data	PS DE-3	The gender diversity within the faculty and students is evident in current staffing and enrollment numbers leading to a high female population.
		RC DE-3	Quality staff who apply to SAISD who do not fit within the mold of Fox Tech, more exposure is needed to increase awareness within the male population, and retention rates of teachers. Student enrollment without a large athletics program tends to recruit and retain less males students.
Enrollment	Enrollment Data	PS DE-4	Enrollment projections were met, however, PTECH Blueprint for access to at-risk students is slightly within limits.
		RC DE-4	Lack of funding for marketing strategies to reach more at-risk students for enrollment.
Data Determinations	<p>Increase attendance to 92% by the end of the 2023-24 school year. We are focused on determining root causes for students that are chronically absent so that we are able to intervene on behalf of students and families.</p> <p>We will also implement a more effective consequence system and disciplinary procedures that improve student behaviors and include MTSS tiers of support for socio-emotional needs. The goal is to recruit and retain more male staff and students by the end of the 23-24 school year.</p>		

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

### Student Learning (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
EOC Scores	STAAR EOC Data	<b>PS SL-1</b>	Masters level scores across all contents in 2023 was below Region 20 average in subjects: Algebra I, English I & II, Biology, US History.
		<b>RC SL-1</b>	Student and teacher accountability was lacking; opportunities for extended learning was limited.
Math EOC Scores	STAAR EOC Data	<b>PS SL-2</b>	Algebra I scores are significantly lower than the district averages: 60% approaches, 11% meets and 3% masters.
		<b>RC SL-2</b>	Classroom activities fail to engage students so that they are motivated in class; students lack basic math skills (understanding simple to complex equations, concrete to abstract equations, etc.).
English EOC Scores	STAAR EOC Data	<b>PS SL-3</b>	Less than 55% of English I and II testers are at the meets grade level standard. English I Meets = 45%; English II Meets=50%
		<b>RC SL-3</b>	Lack of fundamentals/development of writing skills in classrooms( capitalization, punctuation, grammar, syntax); Lack of consistency across instruction with writing assignments (formative assessments).
TSIA	TSIA Data	<b>PS SL- 4</b>	Less than 50% of students are TSIA ready by sophomore year.
		<b>RC SL-4</b>	Students are not receiving enough TSI tutoring and direct instruction early in their education.
<b>Data Determinations</b>	<ul style="list-style-type: none"> <li>■ Reinforce extended learning (challenge all academic abilities)</li> <li>■ Use student trackers with targeted interventions in between student major assessments</li> <li>■ Increase use of formative assessments ( Warm-Ups/Exits)</li> <li>■ Cross curricular alignment to enhance instruction and create consistency.</li> </ul>		



## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

## Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student's Tardy	Attendance Data	PS PP-1	We have a 5.6% tardy rate which is decreasing quality of instructional time.
		RC PP-1	Systems to reinforce on-time attendance is lacking.
Campus Policies & Structures	Anecdotal Data	PS PP-2	Students are allowed to leave class for various reasons which leads to a deficit in learning.
		RC PP-2	Rules differ in each classroom; consistent systems are lacking.
PE	Fitnessgram	PS PP-3	100% of PE students need to complete Fitness gram at BOY, MOY & EOY.
		RC PP-3	PE coach must assess students abilities three times out of the year.
Dual Credit	Passing Rates	PS PP-4	Passing rates are at 90% at both UTSA & SAC.
		RC PP-4	Supports aren't completely working and need to be analyzed for effectiveness.
Data Determinations	We need a clear tardy policy with level one consequences that are easy to implement. Create low level enforceable discipline for tardies such as 15 min lunch detention before the 45 min lunch. Better alignment for classroom procedures for tardies, bathroom, behaviors. Possible electronic bathroom pass that tracks coming/going of students. Teachers and students must held accountable for a standard set of rules.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Perceptions (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
School Safety	Discipline Data, Anecdotal data	PS PE-1	School Safety favorable responses decreased from 74% in 2021 to 39% in 2023.
		RC PE-1	Data shows Increase in violent and risky behavior; MTSS systems needs improvement.
Student Discipline	Anecdotal data	PS PE-2	Anecdotal evidence around teachers feeling unsupported in student discipline.
		RC PE-2	Either no consequences or suspension for student discipline, no middle ground.
Sense of Belonging Domain	SEAD Survey	PS PE-3	SEAD Survey data increased from 35% in 2022 to 41% in 2023. Only under 150 students took the SEAD survey.
		RC PE-3	Sense of belonging is lacking on campus; system for building relationships needs improvement.
Family Involvement	Parent Survey	PS PE-4	The Family Survey indicated that 95% of families indicated favorably to family engagement and input regarding questions on how the school welcomes them, how the school is responsive to their concerns in a timely manner and how comfortable they are with interacting with school staff. When questions were asked about how engaged families are in communicating with teachers, involved in their child's learning or involved in parent groups, the number diminishes greatly to 37%.
		RC PE-4	Multiple events and extra-curricular activities are available for students. Systems need to be implemented to help balance all of the activities and academic expectations.
Data Determinations	By the end of the first semester there will be processes in place for providing information to staff through weekly student checks in person at faculty meetings for discipline issues. By the end of the 1st nine weeks, there will be an In School Suspension option (for the first time in 10 years) for discipline with clearly communicated expectations for who will run it, how a student ends up there and how a teacher should report discipline issues to administrators.		

2.1 - Campus Improvement Plan (CIP) The CAC will create <b>Demographics</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	BG-1,2	Increase our campus attendance rate from 85% to 92%, by June 2024.	Create incentive plan for students via grade level participation in meeting weekly attendance averages at or above 93%. Use incentive plan for all students in order to attend homecoming, prom, and other major extracurricular activities, students must be in good standing academically and with their attendance. HOUSE Points will be used to provide incentives and encourage engaged daily participation and attendance. Houses will intentional meet twice a month to build student and staff culture and engage in team building activities.	Attendance Committee, Administrators, Teachers	Purchase Incentives - 199 - Local Maintenance - \$2,000
		Quarterly KPIs	Q1: By September, enrollment will be at 500 students with a 98%+ attendance rate. Q2: By November, attendance rate will be at 96% or above. Q3: By February, we will maintain a 94% attendance rate or higher. Q4: By May, we will maintain a 92% attendance rate or higher.		
DE-2	BG-4	By June 2024, decrease our campus discipline incidents by 25%.	Implement an effective consequence system and disciplinary procedures that improve student problem areas through restorative practices. Provide SEL and emotional support through MTSS for students that struggle with regulating emotions and managing anger. Provider professional development to teachers on de-escalation, teaching students in poverty, safety strategies, identifying trauma, etc. Improve social and emotional well-being of students, staff and families by creating a positive and caring school climate which will enhance students well-being and increase their academic success. Utilize Kindness Grant via ESSER funds to support kindness on campus.	Administrators, Teachers, Counselors	196-PD Consultant-\$2500; 282-ESSER Funds-\$5000; 6329-\$1820 for Franklin Covey; 282-\$1600 for Barnes & Noble/Amazon for books
		Quarterly KPIs	Q1: Implement standard behavioral contract for students in student handbook ; create alignment in all classes for consequences. Q2: Provide training to ALL staff on de-escalation, & teaching student in poverty. Q3: Decrease in campus discipline referrals by 10%. Q4: Decrease in campus discipline referrals by 20%.		
DE-3	BG-4	Recruit and retain male staff and students by 15%.	Use strategic methods for targeting and hiring male staff and recruiting male students. Specifically staff that is highly qualified. Utilize new teacher orientation and mentoring programs to retain teachers	Administrators, Teachers, Counselors	199-Marketing-\$1000
		Quarterly KPIs	Q1: Hire 2-4 male staff by August 2023. Q2: Retain all male staff and students. Q3: Retain all male staff and students. Q4: Retain all male staff and students.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-4	BG-4	Increase enrollment of at-risk students by 15% by June 2024. Ensure transition activities for all incoming 8th graders include 100% of enrolled students.	Create thorough recruitment and enrollment plan to include: school tours, mini-fairs, parent choice nights, marketing campaign (flyers, mailers, commercial spots, radio announcements, billboards, etc.), banners around the city, Ensure all transition activities allow students to ask questions, create a welcoming environment and feel like part of the Buffalo Familia.	Administrators, Coordinators, Counselors	196-Marketing Package -\$15,000
		<b>Quarterly KPIs</b>	Q1: Create enrollment plan and ensure enrollment department has all new content by December 1. Q2: Enrollment of at least 15% at-risk students. Q3: Enrollment of 30% at-risk students. Q4: Enrollment of 50% at risk students.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	BG-1,2	By June 2024, Masters level scores will increase across all EOC subjects. Algebra I from 3% to 10%+; English I from 6% to 12%; English II from 7% to 10%; Biology from 20% to 25%; & US History from 16% to 30%.	Campus Leaders will create an EOC formative assessment calendar and teachers will create formative assessments to administer every 2 weeks in each EOC course. Teachers will use All In Learning to generate weekly assessments and to gather data and reports necessary for analysis. Teachers will use Curriculum Based Assessments and upload in All in Learning to analyze data across campus and across the network. Department Leaders will utilize PLC's to review data and develop intervention lessons to conduct during "Intervention" on Fridays. Academic Dean and admin will meet in PLC's every 3rd week to guide data dive for intervention preparation. Teachers will use Enriching Students to schedule them during mascot time for direct interventions for 3-4 hours.	EOC Teachers, Department heads, Administrators	199-Enriching Students -\$2500
		<b>Quarterly KPIs</b>	Q1: 100% of teachers will be trained on PLC methods & conducting effective PLC's. Q2: 100% of teachers will be trained on Enriching Students. Q3: 100% of teachers and students will be utilizing enriching students. Q4: 100% of teachers and students will be utilizing enriching students.		
SL-2	BG-2	Increase Algebra I scores to the following: Approaches from 60% to 75%; Meets from 11% to 30% and Masters from 3% to 10%.  Increase Algebra I scores of Black students to the following: Approaches from 66% to 75%; Meets from 0% to 30% and Masters from 0% to 30%.	All math teachers will teach one section of Algebra I during 9th period and will have a 45 minute class each day so that we maximize repetitive opportunities to support gaps in learning. Teachers will meet with Academic Dean 2 x a week to discuss engagement activities and analyze data, especially looking at Black student scores.. Leveled math groups will be adjusted each month as data will determine targeted instruction. Intervention will also occur on Fridays with targeted instruction for closing the gaps, specifically for at-risk students. MAP data will be used to track performance BOY & MOY, STAAR Interim assessment will also be used to determine interventions. Utilize ESSER funds to hire a consultant and coach to coach teachers, model instruction, provide bootcamp and training for intentional monitoring practice - 20 ½ days project with Singh Education.	Math teachers, Academic Dean, Administrators	211-Supplemental Pay \$8000, 282 - Consultant \$12,000
		<b>Quarterly KPIs</b>	Q1: All Algebra I and Algebraic Reasoning students will test BOY MAP. Q2: BOY MAP data will be used to determine interventions and grouping. Algebra students will show an improvement on formative assessments by 5%. Q3: Algebra students will show an improvement on formative assessments by 7%. Q4: Algebra students will show an improvement on formative assessments by 10%.		

<b>2.1 - Campus Improvement Plan (CIP)</b> The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-3	BG-1	By June 2024, 70% of English I and English II will attain "Meets" level performance on EOC's.	<p>Intervention will occur in English, Math, Social Studies and Science via small group instruction on Fridays during "intervention period" (mascot time). Teachers will use Enriching Students to manage groups and assignments and use All in Learning and Canvas to create assessments for interventions to monitor learning. Teachers will engage in Professional Development and use collaborative and differentiated strategies to engage students of all sub-populations (SPED, ELL, 504, At-Risk, Dyslexia, EcoDis, GT,etc.). Teachers will utilize software programs, CANVAS, digital tools, graphing calculators, and books to enhance the learning experience.</p> <p>Train students on how to track and analyze their own data in EOC courses and in certification courses. Use digital tools and other charts to identify areas of weakness. Students and teachers will use Edgenuity, Lead4ward, student trackers and other tools to support growth tracking.</p>	EOC Teachers, Department heads, Administrators	Instructional Supplies - 211 - ESEA Title I, Part A - Regular - \$5,000, Science Supplies - 164 - State Compensatory Education (SCE) - \$3,500, Reading Materials and Books - 211 - ESEA Title I, Part A - Regular - \$500 211-Supplemental Pay \$8000
		<b>Quarterly KPIs</b>	Q1: 100% of teachers will use Edgenuity and Canvas to create assessments and create interventions weekly. Q2: 100% of teachers will use Edgenuity and Canvas to create assessments and create interventions weekly. Q3: 100% of teachers will use Edgenuity and Canvas to create assessments and create interventions weekly. Q4: 100% of teachers will use Edgenuity and Canvas to create assessments and create interventions weekly.		
SL-4	BG-3	Increase TSIA scores in Math and ELAR by 25% by June 2024.	Utilize EdReady and College Bridge Curriculum in Academic Mentoring and in AVID to increase time on interventions and specific standard prior to TSIA testing. Use consultant to provide TSIA tutoring in math and english to all cohorts in the Spring semester and Summer bridge program.	Dual Credit Coordinator, Counselors, Teachers, Administrators	282-Consultant-
		<b>Quarterly KPIs</b>	Q1: Increase in ELAR scores by 10%. Q2: Increase in Math Scores by 10%. Q3: Increase in ELAR scores by 20%. Q4: Increase in Math & ELAR Scores by 25%.		



2.1 - Campus Improvement Plan (CIP) The CAC will create <b>Processes and Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	BG-	Decrease student tardy rate by 3% from 5.6% to 2.6% by June 2024.	Create a new and more effective campus wide tardy policy that encourages student to be in class on time and that allows for students to earn HOUSE points when they meet the weekly target. We need a clear tardy policy with level one consequences that are easy to implement. Create low level enforceable discipline for tardies such as 15 min lunch detention before the 45 min lunch.	Attendance Committee, Teachers, Counselors, Administrators	
		Quarterly KPIs	Q1: Less than .5% tardy rate. Q2: No more than 1% tardy rate. Q3: No more than 2% tardy rate. Q4: No more than 2.5% tardy rate.		
PP-2	BG-	Decrease in students NOT in class or in the hallways by 50% by June 2024.	Utilize hall monitors more at Fox Tech to monitor during certain passing periods. Enforce hallway passes and hold teachers and students accountable for using. Create a teacher monitoring schedule during passing periods to prevent students from leaving rooms. Develop a plan with teachers to discourage students leaving classes for arbitrary reasons. Conduct PD with teachers and orient students at the beginning of the year so that expectations are clear.	Administrators, Teachers, Hall Monitors	
		Quarterly KPIs	Q1: Ensure 100% of teachers/hall monitors are trained, have hall passes and know when/how to use them. Train all students. Q2: Less students out of class by 25% Q3: Revisit and reinforce training for all teachers. Adjust processes as needed. Q4: Less students out of class by 25%		
PP-3	BG-4	Ensure 100% of students are physically active in PE classes and perform well on the Fitness Gram by June 2024.	Administer the Fitness Gram at the BOY, MOY, and EOY in all PE courses.	Administrators, PE Coach, Athletic Director	
		Quarterly KPIs	Q1: Complete BOY Assessment to 100% of PE Students. Q2: Complete MOY Assessment to 100% of PE students. Q3: Ensure 100% of PE students are ready for assessment. Q4: Complete EOY Assessment to 100% of PE Students.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Processes and Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-4	BG-4	Increase student dual credit passing rate to 95% from 90% by June 2024.	Ensure academic mentoring courses are implemented with fidelity. Conduct weekly grade checks and create action plans for each student that is failing a course. Conduct summer bridge, TSIA tutoring and foundational learning so that students have basic concepts of first two dual credit course. Engage in DC orientation with professor and ensure students now how to navigate ACES, Canvas and course syllabus prior to the beginning of the DC course.	Administrators, Coordinators, Counselors, Teachers	
		<b>Quarterly KPIs</b>	Q1: Passing rate at midterms at 90%. Q2: Passing rate at semester at 95%. Q3: Passing rate at midterms at 95%. Q4: Passing rate at semester at 96%.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	BG-4	Increase students and staff feeling of “safety” as indicated on SEAD and Insight Teacher survey by 50%.	Host weekly updates in faculty meetings to provide new information on security issues and concerns. Conduct drills regularly and at different times so that all staff and students know what to do in the event of an emergency in different spaces on campus. Create new communication plan (all stakeholders) for outgoing messages after incidents occur (keeping in mind FERPA, including SAC professor). Create a student safety advisory council as part of student leadership that meets monthly to generate movement on student safety issues.	Administrators, Teachers, Counselors	
		Quarterly KPIs	Q1: 25% of teachers & students will respond favorable that they feel safe at school. Q2: 50% of teachers & students will respond favorable that they feel safe at school. Q3: 75% of teachers & students will respond favorable that they feel safe at school. Q4: 95% of teachers & students will respond favorable that they feel safe at school.		
PE-2	BG-4	Increase teachers feeling supported by 75% in regards to student discipline and reporting incidents.	Create a communication process for providing information to staff through weekly student checks in person at faculty meetings for discipline issues. Provide an In School Suspension option for discipline with clearly communicated expectations for who will run it, how a student ends up there and how a teacher should report discipline issues to administrators. Provide professional development for teachers on how to de-escalate situations, how to understand students in poverty and how to manage classrooms.	Administrators, Counselors, Teachers, ISS Teachers	199-PD Consultant \$5000
		Quarterly KPIs	Q1: 25% of teachers will respond favorable that they are supported in discipline issues. Q2: 50% of teachers will respond favorable that they are supported in discipline issues. Q3: 75% of teachers will respond favorable that they are supported in discipline issues. Q4: 100% of teachers will respond favorable that they are supported in discipline issues.		
PE-3	BG-4	Increase SEAD survey data in the Sense of Belonging Domain from 41% to 50% by June 2024.	Use HOUSE system to engage each student and faculty belonging to something bigger than themselves. Engage in weekly HOUSE activities so students feel part of their HOUSE family. Engage in Yearly Olympic tournament so students can earn HOUSE points.	Administrators, HOUSE leadership team, Counselors, Teachers	196-\$10,000
		Quarterly KPIs	Q1: 100% of new students will be sorted in a HOUSE by October. Q2: 80% of students will be engaged in HOUSE activities at Fox Tech. Q3: 90% of students will be engaged in HOUSE activities at Fox Tech. Q4: SEAD Survey data will show that 50% of students have a sense of belonging at Fox Tech.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-4	BG-4	By June 2024, increase family involvement from 37% to 50% based on Family Survey. Increase parental communication by 50%	Send weekly familia SMORE to inform parents of events happening weekly at school and keep open lines of communication for all families. Provide “save the dates” and RSVP's in each smore for upcoming events. Promote all family events one month in advance so that families have time to plan and can engage with us authentically throughout the year. Provide parent information nights on FAFSA, Dual Credit, AP, TSI, SAT/PSAT, OnRamps and college information.	Administrators, Counselors, Teachers	6499-Refreshments -\$1637; 6399-Supplies \$1637
		Quarterly KPIs	Q1: Increase in parent participation in school events by 10%. Q2: Increase in parent participation in school events by 20%. Q3: Increase in parent participation in school events by 30%. Q4: Increase in parent participation in school events by 40%.		

## 2.2 – First Quarterly Review Meeting

Tuesday, October 24, 2023

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	Attendance is currently at 92%.	SP	Continue reaching out to Tier 3 & 4 students.
DE-2	Persistent discipline incidents have decreased.	GP	Continue building relationships and staying proactive on issues.
DE-3	Hired four males teachers this school year.	SP	Need to retain all four at the end of this year and continue working with them.
DE-4	Enrollment has not begun. Enrollment plan is in progress.	NP	Recruitment efforts will continue in December and January.
SL-1	Masters level is still very low across all content areas.	NP	Continue interventions; work in PLC to identify gaps.
SL-2	Algebra CBA Scores are 76% Approaches, 15% Meets and 4% Masters.	NP	Need to continue interventions to increase Meets %.
SL-3	English I CBA Scores are 76% approaches, 55% meets, 3% masters.	NP	Continue interventions; work in PLC to identify gaps.
SL-4	TSIA scores are low at the beginning of the year.	NP	Continue with TSIA tutorials.
PP-1	Tardies are still high;students mostly struggling with 1st & 5th periods.	NP	Continue intervention on tardies.
PP-2	Students are in hallways less than this time last year.	GP	Increase in hallway monitoring and teachers not letting kids out has helped.
PP-3	Students are participating in the fitness gram in PE.	GP	Continue working with PE students.
PP-4	Mid-term grades are not in yet.	NR	Continue intervention plans for all dual credit students in ACME.
PE-1	Teachers feel more safe and have more information about what is happening from week to week. Students are engaging with administration more often for help.	GP	Continue with faculty communication plan, continue to implement MTSS, continue building relationships with students to be proactive on issues.
PE-2	Teachers feel more safe and have more information about what is happening from week to week.	GP	Continue with faculty communication plan, continue to implement MTSS.
PE-3	Students have been sorted and HOUSE activities are occurring.	GP	Need to do more HOUSE activities; implement HOUSE lunches.
PE-4	We had a record attendance at our parent night.	SP	Continue to engage parents and communicate with them weekly.

## 2.2 – Second Quarterly Review Meeting

Tuesday, December 5, 2023

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	Attendance is currently at 90%.	SP	Continue reaching out to Tier 3 & 4 students.
DE-2	Persistent discipline incidents have decreased.	GP	Continue building relationships and staying proactive on issues.
DE-3	Hired four males teachers this school year.	SP	Need to retain all four at the end of this year and continue working with them.
DE-4	Enrollment has begun; we have 75 students applied so far.	NP	Recruitment efforts will continue in December and January.
SL-1	Masters level is still very low across all content areas.	NP	Continue interventions; work in PLC to identify gaps.
SL-2	Algebra CBA Scores are 76% Approaches, 15% Meets and 4% Masters.	NP	Need to continue interventions to increase Meets %.
SL-3	English I CBA Scores are 76% approaches, 55% meets, 3% masters.	NP	Continue interventions; work in PLC to identify gaps.
SL-4	TSIA scores are low at the beginning of the year.	NP	Continue with TSIA tutorials.
PP-1	Tardies are still high;students mostly struggling with 1st & 5th periods.	NP	Continue intervention on tardies.
PP-2	Students are in hallways less than this time last year.	GP	Increase in hallway monitoring and teachers not letting kids out has helped.
PP-3	Students are participating in the fitness gram in PE.	GP	Continue working with PE students.
PP-4	Mid-term grades show students passing at a higher rate than last year.	NR	Continue intervention plans for all dual credit students in ACME.
PE-1	Teachers feel more safe and have more information about what is happening from week to week. Students are engaging with administration more often for help.	GP	Continue with faculty communication plan, continue to implement MTSS, continue building relationships with students to be proactive on issues.
PE-2	Teachers feel more safe and have more information about what is happening from week to week.	GP	Continue with faculty communication plan, continue to implement MTSS.
PE-3	Students have been sorted and HOUSE activities are occurring.	GP	Need to do more HOUSE activities; implement HOUSE lunches.
PE-4	We had a record attendance at our parent night.	SP	Continue to engage parents and communicate with them weekly.



2.2 – Third Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1			
DE-2			
DE-3			
DE-4			
SL-1			
SL-2			
SL-3			
SL-4			
PP-1			
PP-2			
PP-3			
PP-4			
PE-1			
PE-2			
PE-3			
PE-4			

**2.2 – Fourth Quarterly Review Meeting**  
The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1			
DE-2			
DE-3			
DE-4			
SL-1			
SL-2			
SL-3			
SL-4			
PP-1			
PP-2			
PP-3			
PP-4			
PE-1			
PE-2			
PE-3			
PE-4			

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives  
 The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps
DE-1		
DE-2		
DE-3		
DE-4		
SL-1		
SL-2		
SL-3		
SL-4		
PP-1		
PP-2		
PP-3		
PP-4		
PE-1		
PE-2		
PE-3		
PE-4		

## Committee Members

Listed below are the members who were part of developing the Campus Improvement Plan

Name	Role		Name	Role
Jennifer Benavides	Principal			
Veronica Valdovinos	Assistant Principal			
Lindsey Buff	Math Department Chair			
Brian Carroll	English Department Chair			
Jennifer Lankes	Science Department Chair			
Jane Johnson	Social Studies Department Chair			
Yvette DeLeon	CTE Health Science Department Chair			
Jennifer Casanova	CTE Law Department Chair			
Myca Lopez	SPED Teacher			
Anastasia Rocha	English Teacher			
Amarilys Fonseca	Spanish Department Chair			
Mary Jane Segovia	Senior Administrative Assistant			
Jennifer Maestas	Business Representative			
Carlos Maestas	Business Representative			
Ramiro Lopez	Student			
Lisbet Jimenez	Parent			
Dixie Maddox	Parent			
Dr. Lillian Porter	Community Member			
Dr. Carlos Orozco	Community Member			
Angela Rolen	District Representative			

**Assurances and Approval Information****Assistant Superintendent Assurance**

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

**Campus Principal Assurance**

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Fox Tech High School	15907- 004
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Julio Garcia
Principal	SAISD Board Approval Date
Jennifer Benavides	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
September 14, 2023	October 27, 2023

District Purchases					
Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.					
Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount



Campus Improvement Plan Quality Checklist							
Comprehensive Needs Assessment - Problem Statements and Root Causes							
All are based on the analysis of data and we have listed all sources.			X	All are based on the success criteria of the ESF.			X
All are based on issues that the campus can control and improve on.			X	All talk to adult systems and behaviors.			X
Improvement Plan – Performance Objectives							
All are in SMART format			X	All are tied to at least one problem statement.			X
All are measured by a data source.			X				
Improvement Plan – Strategies							
All are in BEST format.			X	All strategies are targeted to eliminate at least one root cause.			X
All are measured by quarterly KPI outcomes.			X	Entire plan has been checked for spelling and grammar.			X
Federally Required Strategies – Do we have strategies that address -							
Accelerated Learning	X	Support for Special Populations	X	Parent & Family Engagement	X	Students Not On Grade Level	X
Recruiting/Retaining Teachers	X	Violence Prevention/Intervention	X	Professional Development	X	Dropout Prevention / Enrollment	X
Physical Activity	X	Social and Emotional Support	X	Student Attendance	X	Transition PK to Elementary (Middle to High School)	X
Quality of Learning Environment	X	CCMR - Secondary	X	MTSS – Behavioral Interventions	X		
Equitable Availability of the Campus Improvement Plan to Parents				Equitable Availability of the School-Parent Compact to Parents			
Physical Locations of the Plan	Main Office			Physical Locations of the Plan	Main Office		
Languages Available	Spanish (translator available) & English			Languages Available	Spanish (Translator available) & English		
URL to Online Version				URL to Online Version			
Equitable Availability of Parent-Family Engagement Policy to Parents							
Physical Locations of the Policy	Main Office			How and When was the PFE Policy Distributed			
Languages Available	English and Spanish			Distributed on September 14, 2023 in person at Meet The Teacher Night and also was sent in weekly parent SMORE on September 17, 2023. We also gave it to parents at the Parent/Teacher Conferences on October 27, 2023.			
URL to Online Version							

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	X
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	x
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		x
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		x
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		x
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	X
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	X
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	X
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	X
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	x
	Dated agenda and minutes from the meeting documenting discussion and decisions		x
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		x

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

## CLOSING THE GAP DOMAIN

GROUPS:		All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year				High Focus	Total Pts Earned	Total Pts Eligible	% Total Pts	% Weight	Score
			African American	Hispanic	White	Asian						
ACADEMIC ACHIEVEMENT	Target - RLA	44	32	36	62	74	32	12	24	50.0	50.0	25.0
	RLA % Meets	46		44			45					
	Pts Earned	3		3			3					
	Counts	341		321			316					
	Part. Rate	100		100			100					
	Target - Math	38	26	35	48	72	31					
	Math % Meets	13		13			13					
	Pts Earned	1		1			1					
	Counts	171		159			159					
	Part. Rate	98		98			98					
FEDERAL GRADUATION STATUS	Target	90.0	86.3	88.1	93.8	96.7	86.5	9	12	75.0	10.0	7.5
	Fed Grad Rate	96.7		96.5			97.3					
	Pts Earned	3		3			3					
TLPAS (2023)						Target	34	4	4	100.0	10.0	10.0
	Count	76		% Met Growth	51	Pts Earned	4					
SSQS: CCMR	Target	63	47	60	71	84	56	9	12	75.0	30.0	22.5
	Fed CCMR	81		81			79					
	Pts Earned	3		3			3					
Closing the Gap Domain:		Academic Achievement + Federal Graduation Rate + ELP + CCMR 25.0 + 7.5 + 10.0 + 22.5 = 65.00						Raw Score 65	DOMAIN SCORE:		Scale Score 82 / B	



## SCHOOL PROGRESS DOMAIN

## PART A: ACADEMIC GROWTH

		2023 STAAR Reading					
		Low DNM	High DNM	Low APP	High APP	MTS	MAS
2022 STAAR Reading	Low DNM	15	7	5	4	2	0
	High DNM	5	8	3	1	5	0
	Low APP	4	8	2	4	6	0
	High APP	1	4	4	4	10	0
	MTS	0	2	0	13	59	6
	MAS	0	0	3	0	35	17
	1.25 pts earned =		20				
1 pt earned =		109					
0.5 pt earned =		14					
0 pt earned =		94					
		Total Earned					141.00
		Total Possible					237.00
		Growth Percent					59%

		2023 STAAR Math					
		Low DNM	High DNM	Low APP	High APP	MTS	MAS
2022 STAAR Math	Low DNM	3	6	3	0	1	0
	High DNM	1	6	7	3	1	0
	Low APP	0	1	2	3	0	0
	High APP	0	2	6	2	0	0
	MTS	0	0	5	4	3	2
	MAS	0	0	0	0	2	1
	1.25 pts earned =		15		Total Earned		
1 pt earned =		15		Total Possible			64.00
0.5 pt earned =		10		Growth Percent			61%
0 pt earned =		24					

		2023 STAAR Total					
		Low DNM	High DNM	Low APP	High APP	MTS	MAS
2022 STAAR Total	Low DNM	18	13	8	4	3	0
	High DNM	6	14	10	4	6	0
	Low APP	4	9	4	7	6	0
	High APP	1	6	10	6	10	0
	MTS	0	2	5	17	62	8
	MAS	0	0	3	0	37	18
	1.25 pts earned =		35		Total Earned		179.75
1 pt earned =		124		Total Possible		301.00	
0.5 pt earned =		24		Growth Percent		60 %	
0 pt earned =		118					

Part A: Academic Growth	Raw Score	Scale Score	Part B: Relative Performance	% Eco Dis (Oct 2022)	Raw Score	Scale Score	AVERAGE	Scale Score	DOMAIN SCORE:	Scale Score
	60	58		87.0	STAAR: 43 CCMR: 81	78 85	$(78 + 85) / 2 =$	82		82 / B

## STUDENT ACHIEVEMENT DOMAIN

					CCMR: # of Students			STATE COHORT GRADUATION RATE		
	# Tested	%APP	% MTS	% MAS	TS/SAT/ACT	AP/IB	Dual Credits	Class of 2022 4-Year	Class of 2021 5-Year	Class 2020 6-Year
STAAR / EOC RLA	341	72%	46%	7%	On Ramps	Industry Certification	Associate's Degree	#Grad 87	85	86
STAAR / EOC Math	171	70%	13%	2%				# Class 90	87	86
STAAR / EOC Science	160	90%	56%	19%				Rate 96.70	97.7%	100.0%
STAAR / EOC Soc. St.	86	93%	64%	16%	SPED Grad - IEP	SPED Grad - Advanced				
Total	758	78%	43%	9%	Unique Points / Annual Graduates in 2022			Highest Rate Used		
(% Approaches + % Meets + % Masters) / 3					71 / 88 = 81					
(78 + 43 + 9) / 3 = 43										

Achievement Domain:		STAAR x .40 + CCMR x .40 + Grad/Dropout Rate x .20						DOMAIN SCORE:
STAAR:	43	72	CCMR:	81	83	Grad / Dropout:	100.0	100
								82 / B

## CLOSING THE GAP DOMAIN

GROUPS:		All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year				High Focus	Total Pts Earned	Total Pts Eligible	% Total Pts	% Weight	Score
			African American	Hispanic	White	Asian						
ACADEMIC ACHIEVEMENT	Target - RLA	44	32	36	62	74	32	12	24	50.0	50.0	25.0
	RLA % Meets	46		44			45					
	Pts Earned	3		3			3					
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	Target - Math	38	26	35	48	72	31					
	Math % Meets	13		13			13					
	Pts Earned	1		1			1					
	Counts	171		159			159					
	Part. Rate	98		98			98					
FEDERAL GRADUATION STATUS	Target	90.0	86.3	88.1	93.8	96.7	86.5	9	12	75.0	10.0	7.5
	Fed Grad Rate	96.7		96.5			97.3					
	Pts Earned	3		3			3					
TLPAS (2023)						Target	34	4	4	100.0	10.0	10.0
	Count	76		% Met Growth	51	Pts Earned	4					
SSQS: CCMR	Target	63	47	60	71	84	56	9	12	75.0	30.0	22.5
	Fed CCMR	81		81			79					
	Pts Earned	3		3			3					
Closing the Gap Domain:		Academic Achievement + Federal Graduation Rate + ELP + CCMR 25.0 + 7.5 + 10.0 + 22.5 = 65.00						Raw Score 65	DOMAIN SCORE:		Scale Score 82 / B	