Fort Worth Independent School District

015 Western Hills High School

2023-2024 Improvement Plan

Mission Statement

We will empower students through coaching and mentoring, to take ownership of their learning in order to improve student achievement.

Vision

Western Hills High School is a safe environment where everyone is accepted and included, that challenges the school and community to be their best, inspires innovation and achievement, and fosters the creation of a well-rounded experience for all.

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Comprehensive Needs Assessment

Revised/Approved: May 22, 2023

Demographics

Demographics Summary

Western Hills High School is a community of about 900 students. The school is considered a neighborhood school and has been serving this community for more than 50 years. There have been changes in the demographics over the years, however, there is little change in the last 3-5 years. Currently, our demographic breakdown of students is 36% African American, 48% Hispanic, and 12% White. 87% of our students are economically disadvantaged. We also have 11.5% of our students who qualify and are identified for special education services and 24% of our students are identified as English Language Learners. Our mobility rate continues to be considerably higher than the district and state at 23% currently. Other defining traits of our students are that many of them work to help support their families.

Our campus has several support systems in place for our students, including Project Reach, Stay in School Coordinator, GoCenter, an Intervention Specialist and our very own non-profit run by WHHS alumni (Cougar Pride Alliance). Other support systems in the community include LVTRise which helps provide affordable housing as well as addresses other community needs and many churches in the surrounding 2 mile radius.

Our community is surrounded by single family homes with families who have been in the community for decades. Therefore, several of the surrounding homes have retired people or people with adult children residing in them. There are also many low income apartment housing options in our surrounding area which draw many families with children, many of whom are from various areas inside and outside the US. There are few thriving businesses in the surrounding area and many are auto related.

We have moved toward an applied learning model, using the New Tech Network as a model and support resource. We also provide other FWISD Gold Seal Programs for students in our district (Computer Services and Support, Information Technology, Collegiate Academy). We have a committed staff who invest in our students. The staff turnover rate is low.

Demographics Strengths

Strengths:

- Committed Staff
- Highly Qualified teachers and low turnover rate
- Veteran teachers with experience
- Neighborhood school
- High Academic focus Applied Learning (New Tech) program
- Support systems for students and families inside the campus as well as in the community (LVT Rise, Cougar Pride Foundation, many churches, etc.)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 15% of students lost credit for one or more classes in the first semester (fall of 2022) due to attendance. The highest grade level was 9th grade with 23% losing credit in the first semester due to attendance. **Root Cause:** Attendance and SST committee needs more specific roles, responsibilities, timelines, meetings and communication with parents. Recent data according to TAPR we have seen a 7% increase in chronic absenteeism.

Problem Statement 2 (Prioritized): According to Focus, we have seen a 5% increase in student discipline based on the number of referrals. 14% of all infractions were SPED students (150/1073). **Root Cause:** There is a lack of intervention services provided by the campus student support team due to lack of staff. Teachers are requesting additional PD around restorative practices.

Student Learning

Student Learning Summary

Western Hills HS is a campus that has its fair share of challenges such as a large number of our student population being identified as economically disadvantaged (87%), reporting a much higher mobility rate than of the district or state (24%), and recognizing that our drop-out rate is much too high for comfort (5.5%). The data also displays a need to focus on the ELAR content as its numbers showed an overall slight increase, with an added emphasis for our English Language Learners.

There is also plenty to celebrate here at Western Hills including the B rating from the state and recieving 5 distinctions. That very same data will show that 90% of 2021 graduates walked the stage on time according to the four-year longitudinal data, Algebra I STAAR saw gains in the student growth measure, the percentage of students deemed College Ready increased, and our Career/Military Ready numbers display a double digit gain. There are many nonacademic celebrations as well. Our fine arts department continues to grow and show improvemnt at UIL. The CTE department has more students this year than every pass industry based certification tests. TAFE sent 7 students to Nationals.

Student Learning Strengths

- US History scores demonstrated growth from 2021 to 2022 in the areas of Meets & Masters
- CCMR measures grew
- While slightly below the district and state numbers, student scores in Biology & Algebra I have been consistent.
- Grade retention rates are lower in comparison to the district average.
- Double digit gains in CCMR
- Highest percentage of OnRamps passing grades for FWISD.
- Highest percentage of students passing the IBCs for FWISD.
- Increase in Duel Credit enrollment frmo 12 in 21-22 to 95 in 22-23.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We continue to have low passing rates for English I and II as measured by STAAR each year. 2023 STAAR data shows that only 41% of students passed Eng I STAAR and 47% passed Eng II. SPED numbers dropped 8 points on English I and 17 points on English II. **Root Cause:** Teachers have not been given specific professional development on providing frequent common assessments and how to analyze and adjust. SPED inclusion teachers do not have the training needed for small group tutorials and interventions.

Problem Statement 2: 40% of WHHS freshman are failing more than one core class and are considered not "on track" at the 4th six weeks grading cycle as measured by the Freshman Success criteria. **Root Cause:** There is lack of student centered practices within the instructional cycle to keep students engaged in the content. There is not a consistent intervention/tutoring plan for students that are failing prior to the end of the grading cycle.

Problem Statement 3 (Prioritized): The 2023 STAAR data shows a 16 point decline in the Algebra I scores. All student groups had a double digit drop at the approaching level. SPED students dropped 24 points on Algebra STAAR. **Root Cause:** We lost a teacher at semester and have two new teachers teaching Algebra I. Teachers need specific PD around progress monitoring and common assessments to track students progress. SPED teachers lack the training for inclusion Co-Teach model and small group instruction.

School Processes & Programs

School Processes & Programs Summary

Here at Western Hills we place a value on including all voices in building our organization.Whether we're recruiting, selecting, or growing our professional staff, input from faculty and staff are weighed in the decision making. An example of this is through panel interviews in teacher selection, stay conversations with high quality teachers, and teacher input in placements of teaching subjects. In addition, teachers are included in determining professional development topics and methods. Historically at Western Hills High School, we have enjoyed a low turnover rate of our high quality teachers.

We have a leadership team in place that meets monthly to discuss school policies and professional development. Teachers are skilled at reviewing and interprettiing their data for overall trends.

Our advanced academic program, includes duel credit and AP and has welcomed students from any background with an interest in pursuing. We have had a focus on PBL and student centered practices to increase engagement and student participation in class. We have actively increase our academic dual credit programming.

Our data is showing an increase in ESL and bilingual students. We have experienced a statistically significant increase in At-Risk students. Given our data, our students continue to grow and improve on State standards. We have increased equity, access and opportunity for our students through our participation in T3, the TCU Advisors, college readiness testing (SAT, ACT, TSI, TX College Bridge) and AVID.

In response to low academic performance and high numbers of disciplinary issues among our freshman class, we implemented a variety of mentoring programs including Link Crew, Diva Girls Group and Freshman Success Team.

Our teachers continue to show fidelity to the District Curriculum Framework, technology integration, and the FWISD Learning Frameworks.

School Processes & Programs Strengths

Strengths in WHHS processes and programs are many. WHHS has a low turnover rate among the certified teaching staff. Teachers have voice in recruitment, hiring and professional development. WHHS teachers and staff are skilled at developing relationships with students which results in timely supports and interventions, both academic and social emotional. WHHS teachers are knowledgable and current within their content. Students are provided with many opportunities to be involved in and explore a variety of interests, both within academics and extra-curriculars.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 45% of our current senior class have already achieved the CCMR indicator, we are on track to meeting and surpassing last years 70%. 12% of our African American students, 18% of Hispanic students, and 35% of White students have met their CCMR indicator.   **Root Cause:** Staff and Students lack of knowledge of the importance of CCMR; how it's determined, what it means, etc.. Lack of emphasis on SAT/ACT/TSI prep because teachers lack the resources and systems in place for review and testing. We are not proactive enough in the early years to seek out the CCMR indicator.

Problem Statement 2 (Prioritized): There is a lack of representation of African American and Hispanic males in our college level classes (AP, DC, OR) as compared to our total enrollment.   **Root Cause:** There's a significant percentage of AA and Hispanic males that get "off track" their 9th grade year. According to semester 1 data, 37% of AA males and 37% of H males are "off track", meaning they failed 1 or more classes. There's also a lack of recruitment and information given to students and parents regarding the pathway to enrolling in college level courses.

Perceptions

Perceptions Summary

The administration and staff of Western Hills High School strives to be a place where students feel safe, supported in attending classes daily, in striving towards every student achieving graduation. Those values and beliefs of improving student atteddance, graduation rates, and student's perceptions of safety are referrenced in our campus vision statements. In addition, we utilize collection of data to keep us accountable and to evaluate areas of growth when we measure the rates of attendance, retention, and graduation; as well as survey the student population to gather their perceptions of safety and inclusion. The demographic data provides us with a picture of the student body population of 880, of which 87% of students are classified as Economically Disadvantaged. The ethnic breakdown of our campus shows that the majority of our student population are minorities, with 36% being African American, 48% Hispanic, and the remaining 12% demographic being Caucasian, Asian or two or more races. Our campus's attendance zone includes the Las Vegas Trail community, which is a historically low-income, high crime, and transient neighborhood. The campus mobility rate of 24% parallels the reality of the LVT community in that our students have a higher than average withdrawals or transfers than the district and state rates of mobility. WHHS's attendance rates show that we are on par with the district and state averages, however, the African American student population on campus fall below those average rates by 2%. While our campus staff values supporting all of our students in attaining graduation, the data continues to reflect that we have room for approximately 10% growth in attaining a 100% graduation rate. The Cougar Pride Alliance, and their alumni volunteers, exist on this campus to meet basic needs of our campus population. Their contribution to our campus has been significant in demonstrating that WHHS values meeting the physical needs of students in improving their social emotional well being to improve the outcomes of daily attendance and academic performance. However, the results also provided us with feedback that the campus climate areas most negatively impacted revolve around their sense of belonging and engagement. Despite the socio-economic and academic challenges that our student population faces, the administration and staff of Western Hills High School continues to strive to support and hold students accountable to the expectations of academic excellence and attaining graduation. Western Hills has actively supported the renewal and growth of a functioning booster club.

Perceptions Strengths

WHHS Cougar Pride Alliance makes daily efforts to care for SEL of our students and well-being of their families. This hard work has gone a long way to building positive relationships in the community through partnerships with the Las Vegas Trail Rise Initiative, the community center, as well as access to food supply picks up in apartment complexes with a high population of our students.

There has been a renewed relationship and support from the Benbrook Mayor and businesses.

All personnel at WHHS are making every effort to work together with students and families to ensure academic success including obtaining grade and attendance recovery. In addition, the campus has initiated programs such as Diva Girls Group and Freshman Success Team in an effort to mentor students at high risk for behavior, academic and attendance issues.

The Go Center continues to create a positive climate and focus on college and the future for our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Freshman students have a difficult time transitioning to high school and understanding the graduation requirements. This causes them to be behind on graduating in four years. **Root Cause:** Expectations and processes are not fully explained to the incoming freshman. There's a lack of alignment and relationship with our feeder Middle School.

Problem Statement 2 (Prioritized): WHHS has a 23% mobility rate which makes engaging parents in a meaningful partnership difficult. **Root Cause:** We lack a strong family engagement specialist to help reach out to families, promote events, communicate and support our feeder schools for alignment of services.

Priority Problem Statements

Problem Statement 1: According to Focus, we have seen a 5% increase in student discipline based on the number of referrals. 14% of all infractions were SPED students (150/1073).

Root Cause 1: There is a lack of intervention services provided by the campus student support team due to lack of staff. Teachers are requesting additional PD around restorative practices.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We continue to have low passing rates for English I and II as measured by STAAR each year. 2023 STAAR data shows that only 41% of students passed Eng I STAAR and 47% passed Eng II. SPED numbers dropped 8 points on English I and 17 points on English II.

Root Cause 2: Teachers have not been given specific professional development on providing frequent common assessments and how to analyze and adjust. SPED inclusion teachers do not have the training needed for small group tutorials and interventions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 45% of our current senior class have already achieved the CCMR indicator, we are on track to meeting and surpassing last years 70%. 12% of our African American students, 18% of Hispanic students, and 35% of White students have met their CCMR indicator.

Root Cause 3: Staff and Students lack of knowledge of the importance of CCMR; how it's determined, what it means, etc.. Lack of emphasis on SAT/ACT/TSI prep because teachers lack the resources and systems in place for review and testing. We are not proactive enough in the early years to seek out the CCMR indicator.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a lack of representation of African American and Hispanic males in our college level classes (AP, DC, OR) as compared to our total enrollment.

Root Cause 4: There's a significant percentage of AA and Hispanic males that get "off track" their 9th grade year. According to semester 1 data, 37% of AA males and 37% of H males are "off track", meaning they failed 1 or more classes. There's also a lack of recruitment and information given to students and parents regarding the pathway to enrolling in college level courses.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Freshman students have a difficult time transitioning to high school and understanding the graduation requirements. This causes them to be behind on graduating in four years.

Root Cause 5: Expectations and processes are not fully explained to the incoming freshman. There's a lack of alignment and relationship with our feeder Middle School.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: WHHS has a 23% mobility rate which makes engaging parents in a meaningful partnership difficult.

Root Cause 6: We lack a strong family engagement specialist to help reach out to families, promote events, communicate and support our feeder schools for alignment of services.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 15% of students lost credit for one or more classes in the first semester (fall of 2022) due to attendance. The highest grade level was 9th grade with 23% losing

credit in the first semester due to attendance.

Root Cause 7: Attendance and SST committee needs more specific roles, responsibilities, timelines, meetings and communication with parents. Recent data according to TAPR we have seen a 7% increase in chronic absenteeism.

Problem Statement 7 Areas: Demographics

Problem Statement 8: The 2023 STAAR data shows a 16 point decline in the Algebra I scores. All student groups had a double digit drop at the approaching level. SPED students dropped 24 points on Algebra STAAR.

Root Cause 8: We lost a teacher at semester and have two new teachers teaching Algebra I. Teachers need specific PD around progress monitoring and common assessments to track students progress. SPED teachers lack the training for inclusion Co-Teach model and small group instruction.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- RDA data

Student Data: Assessments

- State and federally required assessment information
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- 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.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

District Goals

Revised/Approved: June 13, 2023

District Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from _27_% to 35_% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15% to 20% by May 2024.

Evaluation Data Sources: CIP companion data

Strategy 1: Monitor and target all 9th grade students, with the 9th grade team, to ensure increases on PSAT, attendance, grades and behavior.

Strategy's Expected Result/Impact: Increase freshman success on PSAT reading indicator from 27% to 35%.

90% of true freshman will obtain 6 credits by end of the year

95% average daily attendance or higher for freshman

There will be a 10% reduction in disciplinary infractions for freshman

Staff Responsible for Monitoring: FSC, AP over 9th grade, PSSS, 9th grade counselor

Title I:

2.4, 2.5, 2.6

 - **TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Weekly 9th grade PLC time will be dedicated to looking at 9th grade attendance, grades and discipline data. Including parent and student conferences during the PLC time.	Formative			Summative
Intended Audience: 9th grade teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Freshman Success Coach, AP, 9th grade counselor				
Date(s) / Timeframe: weekly				
Collaborating Departments: AVID and PSSS				

Action Step 2 Details	Reviews			
Action Step 2: Provide high quality resources and instructional extensions outside of the instruction time to support and enrich opportunities for PSAT prep.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: 9th grade teachers and students **Provider / Presenter / Person Responsible:** PSSS **Date(s) / Timeframe:** On-going **Collaborating Departments:** AVID and Go Center				

Action Step 3 Details	Reviews			
Action Step 3: 9th and 10th grade SS teachers will use and embed Khan Academy and PSAT Practice Exams as exit tickets, bell ringer, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: 10th and 11th grade teachers and students **Provider / Presenter / Person Responsible:** PSSS Card AP Martin **Date(s) / Timeframe:** All year **Delivery Method:** Teachers will be trained on materials in content PLC				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

School Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Freshman students have a difficult time transitioning to high school and understanding the graduation requirements. This causes them to be behind on graduating in four years.   **Root Cause**: Expectations and processes are not fully explained to the incoming freshman. There's a lack of alignment and relationship with our feeder Middle School.

District Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 41% to 50% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 31% to 40% by May 2024.

Evaluation Data Sources: 2023 STAAR, CIP Companion Data

Strategy 1: Improve high quality, rigorous tier 1 instruction in English I through a focus on student center practices, student voice/choice and classroom culture.

Strategy's Expected Result/Impact: Students scores in English I will go from 41% to 50% passing on STAAR.
AA student scores will increase from 31% to 40% on STAAR by May 2024.

Staff Responsible for Monitoring: AP, Data Analyst, Instructional Coach, English Teachers, Reading Teacher

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Use Title I teacher to help support instruction in the classroom with high need students.	**Formative**			**Summative**
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Title I Teacher, Principal				
Date(s) / Timeframe: All year				
Collaborating Departments: FWISD ELAR Department				
Funding Sources: Title I Teacher - Title I (211) - 211-11-6119-04N-015-30-510-000000-24F10 - $68,442				

Action Step 2 Details	Reviews			
Action Step 2: Provide PD around STAAR new question format, STAAR blueprint, ELAR standards (deconstructing TEKS)	Formative			Summative
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Espree (data analyst) Anderson (ELAR AP) Hooks (Instructional Coach) **Date(s) / Timeframe:** All year **Collaborating Departments:** FWISD ELAR department **Delivery Method:** PLC PD and Content PLC District PD	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: We continue to have low passing rates for English I and II as measured by STAAR each year. 2023 STAAR data shows that only 41% of students passed Eng I STAAR and 47% passed Eng II. SPED numbers dropped 8 points on English I and 17 points on English II.   **Root Cause**: Teachers have not been given specific professional development on providing frequent common assessments and how to analyze and adjust. SPED inclusion teachers do not have the training needed for small group tutorials and interventions.

District Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 47% to 55% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 41% to 50% by May 2024.

Evaluation Data Sources: 2023 STAAR Data

Strategy 1: Improve high quality, rigorous tier I instruction in English II through a focus on student center practices, student voice/choice and classroom culture.

Strategy's Expected Result/Impact: English II scores increase from 47% to 55% by May 2024
Increase AA STAAR scores from 41% to 50% by May 2024

Staff Responsible for Monitoring: AP, English II teachers, instructional coach, data analyst

Title I:
2.4, 2.6
 - TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Use Title I teacher to support and enrich instruction.	**Formative**			**Summative**
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Title I teacher, principal				
Date(s) / Timeframe: All year				
Collaborating Departments: FWISD ELAR department				
Funding Sources: Title I teacher - Title I (211) - 211-11-6119-04N-015-30-510-000000-24F10 - $67,860				

Action Step 2 Details	Reviews			
	Formative			Summative
Action Step 2: Provide PD around STAAR new question format, STAAR blueprint, ELAR standards (deconstructing TEKS)	**Nov**	**Jan**	**Mar**	**June**

Intended Audience: English II Teachers
    Provider / Presenter / Person Responsible: Espree, Anderson, Hooks
    Date(s) / Timeframe: All year
    Collaborating Departments: FWISD ELAR Department
    Delivery Method: PLC PD, Content PLC, FWISD PD				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: We continue to have low passing rates for English I and II as measured by STAAR each year. 2023 STAAR data shows that only 41% of students passed Eng I STAAR and 47% passed Eng II. SPED numbers dropped 8 points on English I and 17 points on English II. **Root Cause**: Teachers have not been given specific professional development on providing frequent common assessments and how to analyze and adjust. SPED inclusion teachers do not have the training needed for small group tutorials and interventions.

District Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 13% to 20% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 7% to 20% by May 2024.

> **Evaluation Data Sources:** CIP companion data

Strategy 1: Continue progress with Freshman Success Team to monitor indicators, as well as provide extension activities to prepare students for success on PSAT.

> **Strategy's Expected Result/Impact:** Students meeting benchmark in math on PSAT will increase form 13% to 20%
> AA students will increase on the math PSAT from 7% to 20%
>
> **Staff Responsible for Monitoring:** FSC, AP, PSSS
>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math
>
> **Problem Statements:** Student Learning 3

Action Step 1 Details		Reviews		
Action Step 1:		**Formative**		**Summative**
Provide resources and extension activities outside of the instructional time to support and supplement PSAT/SAT prep.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Freshman students, teachers				
Provider / Presenter / Person Responsible: PSSS/AVID				
Date(s) / Timeframe: Year long				
Collaborating Departments: AVID				

Action Step 2 Details	Reviews			
Action Step 2: 9th and 10th grade SS teachers will use and embed Khan Academy and PSAT Practice Exams as exit tickets, bell ringer, etc.	**Formative**			**Summative**
Intended Audience: Students **Provider / Presenter / Person Responsible:** Card (PSSS) Martin (SS Admin) **Date(s) / Timeframe:** All Year **Collaborating Departments:** Go Center, AVID **Delivery Method:** PD with teachers to show information, teachers will deliver during instructional time	**Nov**	**Jan**	**Mar**	**June**

0% **No Progress**   100% **Accomplished**   ➡️ **Continue/Modify**   ❌ **Discontinue**

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: The 2023 STAAR data shows a 16 point decline in the Algebra I scores. All student groups had a double digit drop at the approaching level. SPED students dropped 24 points on Algebra STAAR.   **Root Cause**: We lost a teacher at semester and have two new teachers teaching Algebra I. Teachers need specific PD around progress monitoring and common assessments to track students progress. SPED teachers lack the training for inclusion Co-Teach model and small group instruction.

District Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 38% to 50% by May 2024. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 31% to 40% by May 2024.

Evaluation Data Sources: 2023 STAAR data

Strategy 1: Provide systematic, on-going feedback and coaching to improve quality Tier I instruction in all content area for all students.

Strategy's Expected Result/Impact: Overall Algebra scores will go from 38% to 50%
AA students will increase their Alg. STAAR scores from 31% to 40%

Staff Responsible for Monitoring: AP, instructional coach, math teachers, data analyst

Title I:
2.4, 2.5
 - **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Provide PD during math department time around analyzing data, lesson design and common assessments.	**Formative**			**Summative**
Intended Audience: Math Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Data Analyst, AP, Instructional Coach				
Date(s) / Timeframe: Year long				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Strategy 2: Improve high quality, rigorous tier I instruction in Algebra through focus on student center practices and classroom culture.

Strategy's Expected Result/Impact: Increase overall STAAR scores from 38% to 50%.

Staff Responsible for Monitoring: AP, Algebra I teacher, Data Analyst

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Use Data Analyst to help lead and guide PLCs through a deep dive of on-going data	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Lacey Espree, Data Analyst				
Date(s) / Timeframe: All Year				
Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-015-30-510-000000-24F10 - $85,292				

Action Step 2 Details	Reviews			
Action Step 2: Algebra I teachers will attend Springboard Training and use curriculum for 23-24 school year	**Formative**			**Summative**
Intended Audience: teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: FWISD Math Dept.				
Date(s) / Timeframe: August training				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: The 2023 STAAR data shows a 16 point decline in the Algebra I scores. All student groups had a double digit drop at the approaching level. SPED students dropped 24 points on Algebra STAAR. **Root Cause**: We lost a teacher at semester and have two new teachers teaching Algebra I. Teachers need specific PD around progress monitoring and common assessments to track students progress. SPED teachers lack the training for inclusion Co-Teach model and small group instruction.

District Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 75% to 85% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by May 2024.

> **Evaluation Data Sources:** CIP Companion Data, CCMR tracker

Strategy 1: Develop the capacity of staff to monitor and align progression and completion of CCMR measures through use of the CCMR Tracker. Counselors, CTE Liaison and PSSS will ensure there is pathway for each senior to achieve CCMR.

> **Strategy's Expected Result/Impact:** 85% of seniors will have at least one indicator for CCMR
>
> **Staff Responsible for Monitoring:** Counselors, PSSS, CTE Liaison
>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Connect high school to career and college
>
> **Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Provide PD for teachers on the impact of CCMR, how to obtain CCMR, and benefits to students.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: PSSS, Counselors, Go Center				
Date(s) / Timeframe: Throughout the year				
Collaborating Departments: Go Center and counseling				
Delivery Method: PD in Faculty Meetings				
Action Step 2 Details	Reviews			
Action Step 2: Provide a parent night around progression plans and the importance of CCMR, including pathways to attain CCMR.	**Formative**			**Summative**
Intended Audience: Parents and families	**Nov**	**Jan**	**Mar**	**June**

Provider / Presenter / Person Responsible: PSSS and Counseling
Date(s) / Timeframe: Fall 2023
Collaborating Departments: counseling

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 45% of our current senior class have already achieved the CCMR indicator, we are on track to meeting and surpassing last years 70%. 12% of our African American students, 18% of Hispanic students, and 35% of White students have met their CCMR indicator.   **Root Cause**: Staff and Students lack of knowledge of the importance of CCMR; how it's determined, what it means, etc.. Lack of emphasis on SAT/ACT/TSI prep because teachers lack the resources and systems in place for review and testing. We are not proactive enough in the early years to seek out the CCMR indicator.

District Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 70% to 80% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by May 2024.

Evaluation Data Sources: CIP Companion data, BAG data

Strategy 1: Freshman Success Initiative will monitor all 9th grade student's attendance, grades and discipline to ensure students are on track to graduate.

Strategy's Expected Result/Impact: The number of 9th grades on track will increase from 80% to 85%

Staff Responsible for Monitoring: 9th grade AP, counselor and FSC

Title I:
2.4, 2.6
 - **TEA Priorities:**
Connect high school to career and college

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Support 9th grade initiatives by proving resources and supplies.	**Formative**			**Summative**
Intended Audience: Freshman students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: FSC, 9th grade AP and Counselor **Date(s) / Timeframe:** Throughout the year				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Freshman students have a difficult time transitioning to high school and understanding the graduation requirements. This causes them to be behind on graduating in four years.   **Root Cause**: Expectations and processes are not fully explained to the incoming freshman. There's a lack of alignment and relationship with our feeder Middle School.

District Goal 3: CCMR
Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 84% to 95% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 52% to 65% by May 2024.

Evaluation Data Sources: Grades, CIP companion data

Strategy 1: Improve high quality, rigorous Tier I instruction in Alg. I to refocus on increased student center practices and classroom culture.

Strategy's Expected Result/Impact: Increase freshman that successfully complete Alg. I from 84% to 95% and 52% to 65% for AA students.

Staff Responsible for Monitoring: Alg. teachers, instructional coach and admin over mathematics.

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Provide software tools such as Gizmos and Edpuzzle for students to support and enhance their learning.	**Formative**			**Summative**
Intended Audience: Students and Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers				
Date(s) / Timeframe: All year				
Delivery Method: Classroom instruction				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 15% of students lost credit for one or more classes in the first semester (fall of 2022) due to attendance. The highest grade level was 9th grade with 23% losing credit in the first semester due to attendance. **Root Cause**: Attendance and SST committee needs more specific roles, responsibilities, timelines, meetings and communication with parents. Recent data according to TAPR we have seen a 7% increase in chronic absenteeism.

District Goal 3: CCMR
Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 8% to 15% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 2% to 5% by May 2024.

Evaluation Data Sources: SAT/ACT data, CCMR tracker

Strategy 1: Improve teachers knowledge and fluency using ACT/SAT preparation materials, testing formats, curriculum alignment and rigor expected during students junior year to expose students prior to testing dates.

Strategy's Expected Result/Impact: 11th and 12th grade students meeting CCMR through ACT/SAT will increase from 8% to 15%.

Staff Responsible for Monitoring: PSSS

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Connect high school to career and college

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase classroom supplies and resources that will support and focus on ACT/SAT preparation	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: PSSS				
Date(s) / Timeframe: Throughout the year				

Action Step 2 Details	Reviews			
Action Step 2: Host multiple Saturday and/or after school SAT Prep opportunities for students to attend.	**Formative**			**Summative**
Intended Audience: 11th and 12th grade students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: PSSS				
Date(s) / Timeframe: Yearly				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

School Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: 45% of our current senior class have already achieved the CCMR indicator, we are on track to meeting and surpassing last years 70%. 12% of our African American students, 18% of Hispanic students, and 35% of White students have met their CCMR indicator. **Root Cause**: Staff and Students lack of knowledge of the importance of CCMR; how it's determined, what it means, etc.. Lack of emphasis on SAT/ACT/TSI prep because teachers lack the resources and systems in place for review and testing. We are not proactive enough in the early years to seek out the CCMR indicator.

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from _40_% to 25% by May 2024.

Evaluation Data Sources: CIP companion data, attendance reports via Focus

Strategy 1: Develop and implement a comprehensive attendance plan that monitors improvements of students daily attendance, targeting chronically absent students.

Strategy's Expected Result/Impact: Decrease the percentage of chronically absent students.

Staff Responsible for Monitoring: Attendance clerk and AP over attendance, FSC, SISC

Title I:
2.6
 - **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Provide multiple opportunities for students to recover attendance when credit is lost.	**Formative**			**Summative**
Intended Audience: students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: AP Martin, counselors				
Date(s) / Timeframe: All year				
Delivery Method: Before and After school and Saturdays				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 15% of students lost credit for one or more classes in the first semester (fall of 2022) due to attendance. The highest grade level was 9th grade with 23% losing credit in the first semester due to attendance.   **Root Cause**: Attendance and SST committee needs more specific roles, responsibilities, timelines, meetings and communication with parents. Recent data according to TAPR we have seen a 7% increase in chronic absenteeism.

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 32% to 25% by May 2024.
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 54% to 40% by May 2024.

Evaluation Data Sources: Focus reports

Strategy 1: Improve quality SEL instruction and training for teachers around student relationships, connections and restorative practices.

Strategy's Expected Result/Impact: The number of infractions will decrease from 32% to 25% and 54% to 40% for AA students.

Staff Responsible for Monitoring: Counselors, intervention specialist

Title I:
2.4, 2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Provide PD for teachers on restorative practices and classroom mngt vs office referrals.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Intervention specialist, counselors				
Date(s) / Timeframe: On-going throughout the year,				
Collaborating Departments: FWISD Restorative Practices Department.				
Delivery Method: PLC				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: According to Focus, we have seen a 5% increase in student discipline based on the number of referrals. 14% of all infractions were SPED students (150/ 1073). **Root Cause**: There is a lack of intervention services provided by the campus student support team due to lack of staff. Teachers are requesting additional PD around restorative practices.

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 25% to 20% by May 2024.

Evaluation Data Sources: Focus discipline reports, BAG report, ADQ reports

Strategy 1: Provide mentoring and leadership opportunities for underserved students, both male and females, throughout the school year.

Strategy's Expected Result/Impact: The percentage of AA students being suspended will decrease from 25% to 20%.

Staff Responsible for Monitoring: Admin, counselors, Intervention specialist

Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Counselors and Intervention Specialist will help facilitate a girls and boys group to mentor students.	**Formative**			**Summative**
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Counselors/IS				
Date(s) / Timeframe: All year				
Collaborating Departments: Admin				
Delivery Method: Small group meetings				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: According to Focus, we have seen a 5% increase in student discipline based on the number of referrals. 14% of all infractions were SPED students (150/1073). **Root Cause**: There is a lack of intervention services provided by the campus student support team due to lack of staff. Teachers are requesting additional PD around restorative practices.

Perceptions
Problem Statement 1: Freshman students have a difficult time transitioning to high school and understanding the graduation requirements. This causes them to be behind on graduating in four years. **Root Cause**: Expectations and processes are not fully explained to the incoming freshman. There's a lack of alignment and relationship with our feeder Middle School.

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 4 by May 2024.

    Evaluation Data Sources: Attendance at events, host numerous events

Strategy 1: Hire a family and community liaison to help develop and align pyramid wide, family events, improve school to home communication and provide access to family support resources.

    Strategy's Expected Result/Impact: The positive perception of our school and pyramid will increase and the number of parents attending the family events will increase.

    Staff Responsible for Monitoring: Admin

    Title I:
4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools

    Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Align a fall and spring activity for all WH Pyramid families. Provide two parent information nights, one for 9th grade and one for 11th grade. Provide day time parent meetings for working parents.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Intended Audience: WH community and families
  Provider / Presenter / Person Responsible: Admin, Family and Community Liaison
  Date(s) / Timeframe: Fall and spring
  Delivery Method: Evening events
 	
  Funding Sources: Supplies, flyers, snacks, etc. - Parent Engagement - 211-61-6399-04L-015-30-510-000000-24F10 - $4,435				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: WHHS has a 23% mobility rate which makes engaging parents in a meaningful partnership difficult. **Root Cause**: We lack a strong family engagement specialist to help reach out to families, promote events, communicate and support our feeder schools for alignment of services.

Campus Funding Summary

				Title I (211)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	1	1	Title I Teacher	Title I Teacher	211-11-6119-04N-015-30-510-000000-24F10	$68,442.00
1	3	1	1	Title I teacher	Title I Teacher	211-11-6119-04N-015-30-510-000000-24F10	$67,860.00
2	2	2	1	Data Analyst	Data Analyst	211-13-6119-04N-015-30-510-000000-24F10	$85,292.00
						Sub-Total	$221,594.00
						Budgeted Fund Source Amount	$219,869.06
						+/- Difference	-$1,724.94

				SCE (199 PIC 24)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
							$0.00
						Sub-Total	$0.00
						Budgeted Fund Source Amount	$12,036.00
						+/- Difference	$12,036.00

				Parent Engagement			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	4	1	1	Supplies, flyers, snacks, etc.	Supplies and materials for parental involvement	211-61-6399-04L-015-30-510-000000-24F10	$4,435.00
						Sub-Total	$4,435.00
						Budgeted Fund Source Amount	$4,435.00
						+/- Difference	$0.00

				Gifted & Talented (199 PIC 21)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
							$0.00

				Gifted & Talented (199 PIC 21)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						Sub-Total	$0.00
						Budgeted Fund Source Amount	$1,224.00
						+/- Difference	$1,224.00
				CTE (199 PIC 22)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
							$0.00
						Sub-Total	$0.00
						Budgeted Fund Source Amount	$20,757.00
						+/- Difference	$20,757.00
				SPED (199 PIC 23)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
							$0.00
						Sub-Total	$0.00
						Budgeted Fund Source Amount	$13,069.00
						+/- Difference	$13,069.00
						Grand Total Budgeted	$271,390.06
						Grand Total Spent	$226,029.00
						+/- Difference	$45,361.06