

Fort Worth Independent School District
015 Western Hills High School
2021-2022 Campus Improvement Plan



Table of Contents

| | |
|---|----|
| Comprehensive Needs Assessment | 3 |
| Demographics | 3 |
| Student Learning | 4 |
| School Processes & Programs | 6 |
| Perceptions | 8 |
| Priority Problem Statements | 9 |
| Comprehensive Needs Assessment Data Documentation | 11 |
| Goals | 13 |
| 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. | 14 |
| 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. | 16 |
| Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. | 18 |
| Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. | 22 |
| Site-Based Decision Making Committee | 26 |
| Campus Funding Summary | 27 |

Comprehensive Needs Assessment

Revised/Approved: October 1, 2021

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 40% African American, 46% Hispanic, and 13% White. 86% of our students are economically disadvantaged. We also have 13.5% of our students who qualify and are identified for special education services and 20.4% of our students are identified as English Language Learners. Our mobility rate continues to be considerably higher than the district and state at 30% currently. Other defining traits of our students are that many of them work to help support their families. 2.4% of our current students are coded homeless.

Our campus has several support systems in place for our students, including Project Reach, Stay in School Coordinator, GoCenter, My Brother's Keeper, an Intervention Specialist, a veteran counseling staff, and our very own non-profit run by WHHS alumni (Cougar Pride Foundation). 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.

Our school has proudly been an International Baccalaureate campus for many years, but is currently phasing that program out and moving toward an applied learning model. 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 very low.

In the current school year, discipline referrals have dropped considerably. However, we have a large percentage of students (60% in fall semester) who have lost credit for one or more classes due to attendance. Only about 55% of our students are attending in person. The others are virtual this year due to covid. Our class sizes are large with many core content classes averaging above 25 students per teacher this year. There is a large push from the staff and administration to help students regain credit for their classes.

Demographics Strengths

Strengths:

- Committed Staff
- Highly Qualified teachers and low turnover rate
- Veteran teachers with experience
- Neighborhood school
- High Academic focus with IB program and the incoming 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): 60% of students lost credit for one or more classes in the first semester (Fall 2020) due to attendance, which is an increase of 40% from 2019. **Root Cause:** Some students lack of attendance and loss of credit at the semester is low because there are minimal connections to the campus and low instructional engagement. According to the 2020 Panorama survey, only 40% of students have a sense of belonging at WHHS and only 29% answered favorably that they are engaged and attentive in class.

Problem Statement 2 (Prioritized): Special programming on campus has low enrollment and is not drawing enrollment from the community or other pyramids. Only 5% of available slots have been filled for the upcoming 2021-2022 school year. **Root Cause:** The programs of choice offered on our campus do not reflect our communities' students' needs and interests. Our current academic program of choice is targeted to a small population in FWISD. There is a lacking of promotion and awareness of the programs at WHHS.

Student Learning

Student Learning Summary

****Using 2018-2019 Data****

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 (86%), reporting a much higher mobility rate than of the district or state (30%), and recognizing that our drop-out rate is much too high for comfort (2.5%). The data also displays a need to focus on the ELAR content as its numbers showed an overall decrease (54% to 46% STAAR Eng I and II) with an added emphasis for our English Language Learners. Our numbers for our Special Ed population also experienced a decrease across all content as measured by STAAR.

With that being said, there is also plenty to celebrate here at Western Hills. That very same data will show that 88% of 2019 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 from 2018 to 2019. Other non-academic student achievements are the following:

- Technology
 - Students placed 1st, 2nd, and 3rd in UIL Computer Applications - advancing to Regional competitions.
 - Average of 40 Microsoft application certifications over the past 3 years
- Art
 - Vase Art Competition Regional and State Winners
 - Fort Worth City Art Contest Winners
- Human Growth and Development
 - average of 15-20 students gain the OSHA 10-hour General Safety Certification recipients
- Choir
 - 3 Superior ratings at UIL Region 5 Solo & Ensemble Contest
 - 1 Advancement to State Region 5 Solo & Ensemble Contest
- Education and Training
 - 17 Educational Aide I Certifications this year
- Band
 - Average of 8 students making the FWISD District Honor Band for the past 6 years
 - Average of 4 students making the UIL Region 5 Honor Band for the past 6 years
 - Consistent Superior Ratings UIL Region 5 Concert and Sightreading Contest for the past 6 years
- JROTC
 - 3 of 30 the graduating 2020 JROTC Cadets joined the military and completed basic and advanced training (2- USMC & 1- Navy)
 - 1 prior Cadet has completed the USAF Academy and is presently completing the USAF Pilot Training
 - 1 prior Cadet is in his sophomore year at the USAF Academy
 - A current Cadet has received a full ride AFROTC College Scholarship and is ranked #1 in the present senior class.
 - A current Junior has received acceptance to the USAF Academy seminar and has been recommended to both U.S. Texas Senators for nomination to the USAFA

Student Learning Strengths

- US History scores demonstrated growth from 2018 to 2019 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.
- The average score grew on the ACT exam from 2018 to 2019 and saw growth in each tested subject.
- Double digit gains were made in the area of AP/IB Results of students who met or scored above criterion.
- Grade retention rates are lower in comparison to the district average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): WHHS EL students have shown a decline in STAAR data on three of the five EOC exams (Eng I, Eng II, & Bio) as seen in the 2018-2019 data. The EL student performances in English I and English II is significantly lower (12%-50% difference) than their peers in other student groups. **Root Cause:** Teachers have not had specific training to focus on instructional practices for supporting EL students. EL students have not been targeted for specific interventions. There has not been a campus wide focus on supporting and implementing EL strategies.

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 procedures, somewhat managerial, rather than growth. Teachers are skilled at reviewing and interpreting their data for overall trends.

Our advanced academic program, for nearly a decade, has been International Baccalaureate and has welcomed students from any background with an interest in pursuing. We are transitioning to a new program that provides applied learning opportunities through New Tech and an advanced academic dual credit programming. The New Tech Model places an emphasis on project based learning.

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, My Brother's Keeper, and Born Beautiful.

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 knowledgeable 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): 32% of our current senior class have already achieved the CCMR indicator, which is an increase from the 27% received from the graduating class of 2020; however, we are currently under the district expectation of 48%. 16% of our African American students, 33% of Hispanic students, and 53% 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): Using the FWISD Instructional Framework as a vehicle for common instructional language, 1 out of 4 WHHS teachers rate themselves at the expert level for integrating technology to increase student engagement and developing student driven learning opportunities. **Root Cause:** There has not been focused training around integrating technology to enhance student engagement. There has been a lack of resources or training around project based learning.

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 attendance, graduation rates, and student's perceptions of safety are referenced 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 912, of which 86% of students are classified as Economically Disadvantaged. The ethnic breakdown of our campus shows that the majority of our student population are minorities, with 40% being African American, 46% Hispanic, and the remaining 14% 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 30% 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 15% growth in attaining a 100% graduation rate. In regards to campus culture and climate, student survey responses from the 2020-21 year revealed that students have supportive relationships with friends and adults on campus and is a place of diversity and inclusion. The Cougar Pride Foundation, 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.

Perceptions Strengths

WHHS Cougar Pride Foundation 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.

81% of surveyed students report feeling supported through their relationships with friends, family, and adults at school.

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 My Brothers Keeper and Born Beautiful in an effort to mentor African American 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): Although our campus drop out rate is 2.5%, the African American student population rate is 3.3%. That rate exceeds the annual dropout rates at both the FWISD and state level for two consecutive school years. **Root Cause:** A consistent disparity exists between the passing rates of African American students in comparison to other student groups. A correlation can be made with the data provided on discipline referrals and suspensions. Almost 60% of the referrals are strictly African American students which results in reduced instructional time leading to loss of credits and higher AA student drop out rates.

Priority Problem Statements

Problem Statement 1: 60% of students lost credit for one or more classes in the first semester (Fall 2020) due to attendance, which is an increase of 40% from 2019.

Root Cause 1: Some students lack of attendance and loss of credit at the semester is low because there are minimal connections to the campus and low instructional engagement. According to the 2020 Panorama survey, only 40% of students have a sense of belonging at WHHS and only 29% answered favorably that they are engaged and attentive in class.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special programming on campus has low enrollment and is not drawing enrollment from the community or other pyramids. Only 5% of available slots have been filled for the upcoming 2021-2022 school year.

Root Cause 2: The programs of choice offered on our campus do not reflect our communities' students' needs and interests. Our current academic program of choice is targeted to a small population in FWISD. There is a lacking of promotion and awareness of the programs at WHHS.

Problem Statement 2 Areas: Demographics

Problem Statement 3: WHHS EL students have shown a decline in STAAR data on three of the five EOC exams (Eng I, Eng II, & Bio) as seen in the 2018-2019 data. The EL student performances in English I and English II is significantly lower (12%-50% difference) than their peers in other student groups.

Root Cause 3: Teachers have not had specific training to focus on instructional practices for supporting EL students. EL students have not been targeted for specific interventions. There has not been a campus wide focus on supporting and implementing EL strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 32% of our current senior class have already achieved the CCMR indicator, which is an increase from the 27% received from the graduating class of 2020; however, we are currently under the district expectation of 48%. 16% of our African American students, 33% of Hispanic students, and 53% of White students have met their CCMR indicator.

Root Cause 4: 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 4 Areas: School Processes & Programs

Problem Statement 5: Using the FWISD Instructional Framework as a vehicle for common instructional language, 1 out of 4 WHHS teachers rate themselves at the expert level for integrating technology to increase student engagement and developing student driven learning opportunities.

Root Cause 5: There has not been focused training around integrating technology to enhance student engagement. There has been a lack of resources or training around project based learning.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Although our campus drop out rate is 2.5%, the African American student population rate is 3.3%. That rate exceeds the annual dropout rates at both the FWISD and state level for two consecutive school years.

Root Cause 6: A consistent disparity exists between the passing rates of African American students in comparison to other student groups. A correlation can be made with the data provided on discipline referrals and suspensions. Almost 60% of the referrals are strictly African American students which results in reduced instructional time leading to

loss of credits and higher AA student drop out rates.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Goals

Revised/Approved: October 1, 2021

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.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 34 % to 40 % by May 2022.

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 25 % by May 2022.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Implement freshman success team to monitor and target all 9th grade student success in all content, attendance, and behavior indicators to ensure students are on track to graduate.</p> <p>Strategy's Expected Result/Impact: Increase freshman success on the PSAT reading indicator from 34% to 40%.</p> <p>90% of true freshman will obtain 6 credits by the end of the year.</p> <p>95% average daily attendance or higher for freshman.</p> <p>There will be a 10% reduction in disciplinary infraction</p> <p>Increase the number of 9th and 10th graders in AVID by 30 students each grade level.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Freshman Success Team Coordinator, Freshman Counselor and team</p> <p>Funding Sources: AVID training - Title I (211) - 211-13-6499-04N-015-30-510-000000-22F10 - \$1,200, Supplies for classrooms - SCE (199 PIC 24) - 199-11-6399-001-015-24-243-000000- - \$3,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

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.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 27% to 35% by May 2022.

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 21% to 35% by May 2022.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve high quality, rigorous tier I instruction in English I through a focus on student engagement, student voice and classroom culture.</p> <p>Strategy's Expected Result/Impact: African American student scores will increase from 21% to 35% as measured by English I EOC.</p> <p>EL students scores in English I will increase by 10%.</p> <p>Staff Responsible for Monitoring: AP, Data Analyst, Instructional Coach, English I teachers, Reading Teacher</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-015-24-243-000000- - \$3,000, - Title I (211) - 211-13-6119-04N-015-30-510-000000-22F10 - \$75,000, - Title I (211) - 211-11-6119-04N-015-30-510-000000-22F10 - \$65,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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.

Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 39% to 45% by May 2022.

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 28% to 35% by May 2022.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve high quality, rigorous tier I instruction in English II through a focus on student engagement, student voice and classroom culture.</p> <p>Strategy's Expected Result/Impact: African American students scores on English II EOC will increase from 28% to 35%</p> <p>English II scores for overall will increase from 39% to 45%</p> <p>Staff Responsible for Monitoring: AP, English II teachers, instructional coach</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 15% to 20% by May 2022.

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 10% by May 2022.

| Strategy 1 Details | Reviews | | | |
|---|------------------------|-----|-----|-----------|
| <p>Strategy 1: Implement freshman success team to monitor and target all 9th grade student success in all content, attendance, and behavior indicators to ensure students are on track to graduate.</p> <p>Strategy's Expected Result/Impact: Increase freshman success on the PSAT Math benchmark from 15% to 20%.</p> <p>African American student PSAT scores will increase from 7% to 10%</p> <p>90% of true freshman will obtain 6 credits by the end of the year.</p> <p>95% average daily attendance or higher for freshman.</p> <p>There will be a 10% reduction in disciplinary infraction</p> <p>Staff Responsible for Monitoring: Freshman Success Team</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6112-001-015-24-243-000000- - \$3,194</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | Review cells are empty | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 54% to 60% by May 2022. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 49% to 55% by May 2022.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide systematic, on-going feedback and coaching to improve quality Tier I instruction in all content area for all students.</p> <p>Strategy's Expected Result/Impact: Overall Algebra I scores will increase from 54% to 60% for all students.</p> <p>African American students Alg. I scores will increase from 49% to 55%.</p> <p>Staff Responsible for Monitoring: Admin, Alg. Teachers, Instructional coach, data analyst</p> <p>Funding Sources: - Title I (211) - 211-11-6119-04N-015-30-510-000000-22F10 - \$65,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Improve high quality, rigorous tier I instruction in Algebra I through a focus on student engagement, student voice and classroom culture.</p> <p>Strategy's Expected Result/Impact: Overall Algebra I scores will increase from 54% to 60% for all students.</p> <p>African American students Alg. I scores will increase from 49% to 55%.</p> <p>Staff Responsible for Monitoring: Admin, Alg I Teacher, Instructional Coach, Data Analyst</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 33__% to _40__% by May 2022.
 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 _18__% to _25__% by May 2022.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Develop the capacity of staff to monitor and align progression and completion of CCMR measures. Strategy's Expected Result/Impact: Seniors receiving the CCMR indicator will increase from 33% to 40% Increase the number of AA students attaining the CCMR indicator from 18% to 25% Staff Responsible for Monitoring: CCMR coach, PSSS, Admin, counselors</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 25% to 35% by May 2022. A

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 17__% to 25% by May 2022.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Implement freshman success team to monitor and target all 9th grade student success in all content, attendance, and behavior indicators to ensure students are on track to graduate.</p> <p>Strategy's Expected Result/Impact: 90% of true freshman will obtain 6 credits by the end of the year.</p> <p>95% average daily attendance or higher for freshman.</p> <p>There will be a 10% reduction in disciplinary infractions</p> <p>Staff Responsible for Monitoring: Admin, Freshman Success Coach, 9th grade counselor, Freshman Success Team</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: CCMR

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

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 16% to 30% by May 2022.

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 12% to 25% by May 2022.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve high quality, rigorous Tier I instruction in Alg. I to refocus on increased student engagement, student voice and classroom culture.</p> <p>Strategy's Expected Result/Impact: Increase freshman that successfully complete Alg I from 16% to 30% and 12% to 25% for AA students.</p> <p>Staff Responsible for Monitoring: Algebra teachers, admin</p> <p>Funding Sources: New Tech Conference - Title I (211) - 211-13-6499-04N-015-30-510-000000-22F10 - \$5,280</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: CCMR

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

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 5 % to 10 % by May 2022.

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 1 % to 10 % by May 2022.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve teacher efficacy related to ACT/SAT preparation, testing formats, curriculum alignment and rigor expected before students junior year to expose students prior to testing dates.</p> <p>Strategy's Expected Result/Impact: Students meeting the SAT/ACT criteria for CCMR will increase from 5% to 10% and 1% to 10% for AA students.</p> <p>Staff Responsible for Monitoring: PSSS</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 18% to 10% by May 2022.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 20% by May 2022.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Develop a comprehensive attendance plan that monitors and incentivizes improvement of students daily attendance, targeting chronically absent students. .</p> <p>Strategy's Expected Result/Impact: The percentage of chronically absent students will decrease by 10%.</p> <p>Staff Responsible for Monitoring: Admin over attendance, Stay in School Coordinator,</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 56% to 60% by May 2022.

Increase the positive response by Hispanic students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 60% by May 2022.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Improve quality SEL instruction and training for teachers around student belonging, relationships, and connections.</p> <p>Strategy's Expected Result/Impact: Increase positive response on Panaroma data for student learning environment from 56% to 60%</p> <p>Staff Responsible for Monitoring: Counselors, Intervention Specialist, admin</p> <p>Funding Sources: Character Strong - Title I (211) - 211-32-6299-04N-015-30-510-000000-22F10 - \$6,500</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

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 2 to 1 by May 2022.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Utilize student support groups and improve the quality of culturally responsive instruction to provide a inclusive environment for all students, specifically focusing on AA student group.</p> <p>Strategy's Expected Result/Impact: Decrease the number of AA students that are in and out of suspension from 2% to 1%</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 81% to 90% by May 2022.

Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Develop and fine tune the role of the family and community liaison to include pyramid aligned communication and relationships, engage community support and provide access to family support resources.</p> <p>Strategy's Expected Result/Impact: The positive perception from parents will increase from 81% to 90% on the Panorama survey.</p> <p>Funding Sources: Family engagement supplies - Title I (211) - 211-61-6399-04L-015-30-510-000000-22F10 - \$2,500, Family engagement snacks - Title I (211) - 211-61-6499-04L-015-30-510-000000-22F10 - \$2,500, - Title I (211) - 211-61-6129-04L-015-30-510-000000-22F10 - \$36,744</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---------------------------------|--------------------|--------------------------|
| Professional Non-Teaching Staff | Lindy Gonzales | Project Reach Specialist |
| Community Representative 1 | Patty Pressley | |
| Business Representative 1 | | |
| Business Representative 2 | | |
| DERC Representative 1 | Blake Moilan | athletic coordinator |
| District-level Professional | Daphne Rickard | CTE Executive Director |
| Parent 2 | Heather Leaf | |
| Parent 3 | Rachel Wenthe | |
| Administrator | Keri Flores | principal |
| Parent 3 | | |
| Administrator | Ehrica Martin | Assistant Principal |
| Classroom Teacher 1 | Michael McLoughlin | teacher |
| Classroom Teacher 2 | Chris Mack-Lloyd | Teacher |
| Classroom Teacher 3 | William Glass | Teacher |
| Classroom Teacher 4 | Yuliana Uleman | teacher |

Campus Funding Summary

| Title I (211) | | | | | | |
|------------------------------------|-----------|----------|----------------------------|--|---|--------------|
| Goal | Objective | Strategy | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 1 | AVID training | Virtual registration for Teachers and Data Analysts (PD) | 211-13-6499-04N-015-30-510-000000-22F10 | \$1,200.00 |
| 1 | 2 | 1 | | Data Analyst | 211-13-6119-04N-015-30-510-000000-22F10 | \$75,000.00 |
| 1 | 2 | 1 | | Title I Teacher | 211-11-6119-04N-015-30-510-000000-22F10 | \$65,000.00 |
| 2 | 2 | 1 | | Title I Teacher | 211-11-6119-04N-015-30-510-000000-22F10 | \$65,000.00 |
| 3 | 3 | 1 | New Tech Conference | Virtual registration for Teachers and Data Analysts (PD) | 211-13-6499-04N-015-30-510-000000-22F10 | \$5,280.00 |
| 4 | 2 | 1 | Character Strong | Contracted student support services | 211-32-6299-04N-015-30-510-000000-22F10 | \$6,500.00 |
| 4 | 4 | 1 | Family engagement supplies | Supplies and materials for parental involvement | 211-61-6399-04L-015-30-510-000000-22F10 | \$2,500.00 |
| 4 | 4 | 1 | Family engagement snacks | Snacks for parents to promote participation | 211-61-6499-04L-015-30-510-000000-22F10 | \$2,500.00 |
| 4 | 4 | 1 | | Family Engagement Specialist | 211-61-6129-04L-015-30-510-000000-22F10 | \$36,744.00 |
| Sub-Total | | | | | | \$259,724.00 |
| Budgeted Fund Source Amount | | | | | | \$259,724.00 |
| +/- Difference | | | | | | \$0.00 |
| SCE (199 PIC 24) | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 1 | Supplies for classrooms | Supplies and materials for instructional use | 199-11-6399-001-015-24-243-000000- | \$3,000.00 |
| 1 | 2 | 1 | | Extra duty pay for tutoring after hours (Teacher) | 199-11-6116-001-015-24-243-000000- | \$3,000.00 |
| 2 | 1 | 1 | | Subs for supplemental instruction | 199-11-6112-001-015-24-243-000000- | \$3,194.00 |
| Sub-Total | | | | | | \$9,194.00 |
| Budgeted Fund Source Amount | | | | | | \$9,194.00 |

SCE (199 PIC 24)

| Goal | Objective | Strategy | Resources Needed | Description | Account Code | Amount |
|-------------|------------------|-----------------|-------------------------|--------------------|-----------------------|---------------|
| | | | | | +/- Difference | \$0.00 |
| | | | | | Grand Total | \$268,918.00 |