

Fort Worth Independent School District

015 Western Hills High School

2022-2023 Campus Improvement Plan



Mission Statement

We are inspired to encourage and motivate our students to be well-rounded, global thinkers.

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: June 6, 2022

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, 45% Hispanic, and 13% White. 87% 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 2.4% 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, 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 this has been phased out. 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.

In the current school year, discipline referrals have dropped. However, we have a large percentage of students (60% in fall semester) who have lost credit for one or more classes due to attendance. 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 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 2021) due to attendance. **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 2021 Panorama survey, only 34% of students have a sense of belonging at WHHS and only 27% answered favorably that they are engaged and attentive in class.

Problem Statement 2 (Prioritized): 2022 freshman class is projected to decrease by 100 students as compared to the 2021 freshman class. **Root Cause:** We are losing students to charter schools and other FWISD programs of choice. 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 2021-2022 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 slight increase, with an added emphasis for our English Language Learners.

There is also plenty to celebrate here at Western Hills. That very same data will show that 90% of 2020 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. There are many nonacademic celebrations as well. Our fine arts department continues to grow and show improvement at UIL. The CTE department has more students this year than every pass industry based certification tests.

Student Learning Strengths

- US History scores demonstrated growth from 2020 to 2021 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 (Alg, Bio, US History) as seen in the 2021 data. **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.

Problem Statement 2 (Prioritized): 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 not a consistent intervention/tutoring plan for students that are failing prior to the end of the grading cycle.

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, includes dual credit and AP 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 Phoenix Girls Group, 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 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 2021; 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): WH does not offer Reading I and II for students that are not successful on Eng. I and II EOC. WH is out of compliance with the district scheduling drivers. **Root Cause:** We lack the staff to support this intervention and resource.

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 88% 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 23.5% 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. 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 Phoenix Girls Group 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): 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.

Problem Statement 2 (Prioritized): WHHS has a 28% mobility rate which makes engaging parents in a meaningful partnership difficult. We had less than 100 parents come to our open house as seen on the sign-in sheets for fall 2021. **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: 60% of students lost credit for one or more classes in the first semester (Fall 2021) due to attendance.

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 2021 Panorama survey, only 34% of students have a sense of belonging at WHHS and only 27% answered favorably that they are engaged and attentive in class.

Problem Statement 1 Areas: Demographics

Problem Statement 3: WHHS EL students have shown a decline in STAAR data on three of the five EOC exams (Alg, Bio, US History) as seen in the 2021 data.

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 2021; 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 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

Problem Statement 2: 2022 freshman class is projected to decrease by 100 students as compared to the 2021 freshman class.

Root Cause 2: We are losing students to charter schools and other FWISD programs of choice. 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 7: 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 7: There is not a consistent intervention/tutoring plan for students that are failing prior to the end of the grading cycle.

Problem Statement 7 Areas: Student Learning

Problem Statement 5: WH does not offer Reading I and II for students that are not successful on Eng. I and II EOC. WH is out of compliance with the district scheduling drivers.

Root Cause 5: We lack the staff to support this intervention and resource.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 8: WHHS has a 28% mobility rate which makes engaging parents in a meaningful partnership difficult. We had less than 100 parents come to our open house as seen on the sign-in sheets for fall 2021.

Root Cause 8: 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 8 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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- RDA 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- 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

District Goals

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 26% to 35% by May 2023.

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 20% to 30% by May 2023.

Evaluation Data Sources: CIP companion data

Strategy 1: Continue progress with the 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.

Strategy's Expected Result/Impact: Increase freshman success on the PSAT reading indicator from 34% to 40%.

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

95% average daily attendance or higher for freshman.

There will be a 10% reduction in disciplinary infraction

Increase the number of 9th and 10th graders in AVID by 30 students each grade level.

Staff Responsible for Monitoring: Assistant Principal, Freshman Success Team Coordinator, Freshman Counselor and team

TEA Priorities:

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

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Increase our AVID site team by sending new teachers to AVID summer institute. AVID will focus on writing, reading, critical thinking, and organization. Including more teachers in the training will support all students school-wide	Formative			Summative
	Nov	Jan	Mar	June

Intended Audience: teachers
Date(s) / Timeframe: summer 2023
Provider / Presenter / Person Responsible: AVID, Brenda Jacks, Vanita Bell (campus coordinator)

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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 60% of students lost credit for one or more classes in the first semester (Fall 2021) due to attendance. **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 2021 Panorama survey, only 34% of students have a sense of belonging at WHHS and only 27% answered favorably that they are engaged and attentive in class.

Student Learning

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 not a consistent intervention/tutoring plan for students that are failing prior to the end of the grading cycle.

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 30% to 40% by May 2023.

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 25% to 35% by May 2023.





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

Strategy's Expected Result/Impact: African American student scores will increase from % to % as measured by English I EOC.

EL students scores in English I will increase by 10%.

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

Problem Statements: Student Learning 1 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Use Title I teachers to help support instruction in the classrooms.</p> <p>Intended Audience: students</p> <p>Date(s) / Timeframe: All year</p> <p>Provider / Presenter / Person Responsible: Title I teachers</p> <p>Funding Sources: Title I Teacher - Title I (211) - 211-11-6119-04N-015-30-510-000000-23F10 - \$66,529</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>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: WHHS EL students have shown a decline in STAAR data on three of the five EOC exams (Alg, Bio, US History) as seen in the 2021 data. 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.</p>
School Processes & Programs
<p>Problem Statement 2: WH does not offer Reading I and II for students that are not successful on Eng. I and II EOC. WH is out of compliance with the district scheduling drivers. Root Cause: We lack the staff to support this intervention and resource.</p>

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 38% to 45% by May 2023.

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 36% to 45% by May 2023.

Evaluation Data Sources: 2022 STAAR data

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

Strategy's Expected Result/Impact: African American students scores on English II EOC will increase from % to %





English II scores for overall will increase from % to %

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

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Use Title I teacher to support and enrich instruction in the classroom. Intended Audience: students Date(s) / Timeframe: All year Provider / Presenter / Person Responsible: Title I teacher Funding Sources: Teacher - Title I (211) - 211-11-6119-04N-015-30-510-000000-23F10 - \$67,101	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: WHHS EL students have shown a decline in STAAR data on three of the five EOC exams (Alg, Bio, US History) as seen in the 2021 data. 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.</p>

School Processes & Programs

Problem Statement 2: WH does not offer Reading I and II for students that are not successful on Eng. I and II EOC. WH is out of compliance with the district scheduling drivers.
Root Cause: We lack the staff to support this intervention and resource.

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 10% to 20% by May 2023.

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 2023.

Evaluation Data Sources: CIP companion data

Strategy 1: Continue 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.

Strategy's Expected Result/Impact: Increase freshman success on the PSAT Math benchmark from % to %.

African American student PSAT scores will increase from 7% to 10%

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

95% average daily attendance or higher for freshman.

There will be a 10% reduction in disciplinary infraction

Staff Responsible for Monitoring: Freshman Success Team

Problem Statements: Demographics 1 - Student Learning 2

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 60% of students lost credit for one or more classes in the first semester (Fall 2021) due to attendance. 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 2021 Panorama survey, only 34% of students have a sense of belonging at WHHS and only 27% answered favorably that they are engaged and attentive in class.
Student Learning
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 not a consistent intervention/tutoring plan for students that are failing prior to the end of the grading cycle.

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 27% to 35% by May 2023. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 13% to 20% by May 2023.

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 I scores will increase from % to % for all students.

African American students Alg. I scores will increase from % to %.





Staff Responsible for Monitoring: Admin, Alg. Teachers, Instructional coach, data analyst

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide subs for teachers to analyze their data, make acceleration plans for instruction, provide professional learning around walk-through data.</p> <p>Intended Audience: Core teachers</p> <p>Date(s) / Timeframe: Periodically throughout the year</p> <p>Provider / Presenter / Person Responsible: Admin, data analyst, teachers</p> <p>Delivery Method: local at the campus</p> <p>Funding Sources: Subs - BEA (199 PIC 25) - 211-11-6112-0PD-015-30-510-000000-22F10 - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Strategy's Expected Result/Impact: Overall Algebra I scores will increase from % to % for all students.





African American students Alg. I scores will increase from % to %.

Staff Responsible for Monitoring: Admin, Alg I Teacher, Instructional Coach, Data Analyst

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Use Data Analyst to help lead and guide PLCs through a deep dive of on-going data.</p> <p>Intended Audience: teachers</p> <p>Date(s) / Timeframe: All year</p> <p>Provider / Presenter / Person Responsible: Lacey Espree, data analyst</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-015-30-510-000000-23F10 - \$83,620</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 60% of students lost credit for one or more classes in the first semester (Fall 2021) due to attendance. 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 2021 Panorama survey, only 34% of students have a sense of belonging at WHHS and only 27% answered favorably that they are engaged and attentive in class.</p>
Student Learning
<p>Problem Statement 1: WHHS EL students have shown a decline in STAAR data on three of the five EOC exams (Alg, Bio, US History) as seen in the 2021 data. 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.</p> <p>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 not a consistent intervention/tutoring plan for students that are failing prior to the end of the grading cycle.</p>

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 64% to 75% by May 2023. 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 2023.

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

Strategy's Expected Result/Impact: Seniors receiving the CCMR indicator will increase from % to 70%

Increase the number of AA students attaining the CCMR indicator from % to 50%





Staff Responsible for Monitoring: CCMR coach, PSSS, Admin, counselors

TEA Priorities:

Connect high school to career and college

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Provide professional learning for faculty and staff on the impact of CCMR, how to obtain CCMR, and benefits to students Intended Audience: Teachers Date(s) / Timeframe: Throughout the year Provider / Presenter / Person Responsible: Jane Card, PSSS, Counselors, Go Center	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 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 2021; 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.</p>

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 65% to 75% by May 2023.

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 65% to 75% by May 2023.

Evaluation Data Sources: CIP Companion data, BAG data

Strategy 1: Continue 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.

Strategy's Expected Result/Impact: 90% of true freshman will obtain 6 credits by the end of the year.

95% average daily attendance or higher for freshman.

There will be a 10% reduction in disciplinary infractions





Staff Responsible for Monitoring: Admin, Freshman Success Coach, 9th grade counselor, Freshman Success Team

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Support the Freshman Success Initiative with supplies needed for the students and celebrations Intended Audience: Students Date(s) / Timeframe: Throughout the year Provider / Presenter / Person Responsible: Freshman Success coach, AP over 9th grade Funding Sources: supplies - SCE (199 PIC 24) - 199-11-6399-001-015-24-243-000000- - \$4,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: 2022 freshman class is projected to decrease by 100 students as compared to the 2021 freshman class. **Root Cause:** We are losing students to charter schools and other FWISD programs of choice. 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

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 not a consistent intervention/tutoring plan for students that are failing prior to the end of the grading cycle.

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 60% to 70% by May 2023.

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 2023.

Evaluation Data Sources: Grades, CIP companion data

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

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





Staff Responsible for Monitoring: Algebra teachers, admin

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide software tools such as Gizmos and Edpuzzle for students to use to support and enhance their learning. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Funding Sources: Software - SCE (199 PIC 24) - 199-11-6299-001-015-24-243-000000- - \$3,308	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: 60% of students lost credit for one or more classes in the first semester (Fall 2021) due to attendance. 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 2021 Panorama survey, only 34% of students have a sense of belonging at WHHS and only 27% answered favorably that they are engaged and attentive in class.</p>

Student Learning

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 not a consistent intervention/tutoring plan for students that are failing prior to the end of the grading cycle.

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 7% to 15% by May 2023.

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 10% by May 2023.





Evaluation Data Sources: SAT/ACT data, CCMR tracker

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.

Strategy's Expected Result/Impact: Students meeting the SAT/ACT criteria for CCMR will increase from % to % and % to % for AA students.

Staff Responsible for Monitoring: PSSS

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase classroom supplies and resources that will support and increase students success on ACT/SAT. Intended Audience: Students Funding Sources: Classroom resources - BEA (199 PIC 25) - 199-11-6399-001-015-25-243-000000 - \$1,618	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 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 2021; 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.</p>

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 2023.





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

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

Strategy's Expected Result/Impact: The percentage of chronically absent students will decrease by 10%.

Staff Responsible for Monitoring: Admin over attendance, Stay in School Coordinator, attendance clerk, FSC

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide multiple opportunities for students to recover attendance when credit is lost.</p> <p>Intended Audience: students</p> <p>Date(s) / Timeframe: all year</p> <p>Provider / Presenter / Person Responsible: AP Martin, Counselors, Teachers</p> <p>Funding Sources: extra duty pay for credit recovery - SCE (199 PIC 24) - 199-11-6116-001-015-24-243-000000- - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 60% of students lost credit for one or more classes in the first semester (Fall 2021) due to attendance. 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 2021 Panorama survey, only 34% of students have a sense of belonging at WHHS and only 27% answered favorably that they are engaged and attentive in class.</p>
Student Learning
<p>Problem Statement 1: WHHS EL students have shown a decline in STAAR data on three of the five EOC exams (Alg, Bio, US History) as seen in the 2021 data. 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.</p>

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 14% to 5% by May 2023.

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 24% to 15% by May 2023.

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

Strategy's Expected Result/Impact: Increase positive response on Panaroma data for student learning environment from 56% to 60%

Staff Responsible for Monitoring: Counselors, Intervention Specialist, admin

Action Step 1 Details	Reviews			
Action Step 1: Provide PD for teachers on teaching in a 90 minute block to include SEL check-ins and brain breaks. Intended Audience: teachers Date(s) / Timeframe: August PD, monitor throughout the year Provider / Presenter / Person Responsible: Admin, teachers, counselors	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 24% to 15% by May 2023.





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

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.

Strategy's Expected Result/Impact: Decrease the number of AA students that are in and out of suspension from % to %

Staff Responsible for Monitoring: Admin team, counselors, intervention specialist, ISS/OCI teacher, campus teachers

Problem Statements: Student Learning 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Provide PD on Active Classroom Mngt during the August PD week. Intended Audience: Teachers Date(s) / Timeframe: August Provider / Presenter / Person Responsible: Admin, Collaborating Departments: Student Support Services	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Student Learning
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 not a consistent intervention/tutoring plan for students that are failing prior to the end of the grading cycle.
Perceptions
Problem Statement 1: 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.

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 3 to 5 by May 2023.

Evaluation Data Sources: Attendance at events, host numerous events

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.

Strategy's Expected Result/Impact: The positive perception from parents will increase from 81% to 90% on the Panorama survey.

Action Step 1 Details	Reviews			
<p>Action Step 1: Align activities with pyramid schools by hosting family nights, festivals and informational parent events.</p> <p>Intended Audience: Pyramid families</p> <p>Date(s) / Timeframe: Throughout the year</p> <p>Provider / Presenter / Person Responsible: Principals</p> <p>Funding Sources: Supplies and snacks for families - Parent Engagement - 211-61-6499-04L-015-30-510-000000-23F10 - \$4,131</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress  Accomplished  Continue/Modify  Discontinue</p>				

Site-Based Decision Making Committee

Committee Role	Name	Position
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	
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
Non-classroom Professional	Jane Card	PSSS
Parent 1	Erika Garcia	Parent

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-015-30-510-000000-23F10	\$66,529.00
1	3	1	1	Teacher	Title I Teacher	211-11-6119-04N-015-30-510-000000-23F10	\$67,101.00
2	2	2	1	Data Analyst	Data Analyst	211-13-6119-04N-015-30-510-000000-23F10	\$83,620.00
Sub-Total							\$217,250.00
Budgeted Fund Source Amount							\$215,730.00
+/- Difference							-\$1,520.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	supplies	Supplies and materials for instructional use	199-11-6399-001-015-24-243-000000-	\$4,000.00
3	3	1	1	Software	Contracted instructional services	199-11-6299-001-015-24-243-000000-	\$3,308.00
4	1	1	1	extra duty pay for credit recovery	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-015-24-243-000000-	\$5,000.00
Sub-Total							\$12,308.00
Budgeted Fund Source Amount							\$12,308.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Supplies and snacks for families	Snacks for Parents to promote participation	211-61-6499-04L-015-30-510-000000-23F10	\$4,131.00
Sub-Total							\$4,131.00
Budgeted Fund Source Amount							\$4,131.00
+/- Difference							\$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Subs	Subs for professional development	211-11-6112-0PD-015-30-510-000000-22F10	\$0.00
3	4	1	1	Classroom resources	Supplies and materials for instructional use	199-11-6399-001-015-25-243-000000	\$1,618.00
Sub-Total							\$1,618.00
Budgeted Fund Source Amount							\$1,618.00
+/- Difference							\$0.00
Grand Total Budgeted							\$233,787.00
Grand Total Spent							\$235,307.00
+/- Difference							-\$1,520.00

Addendums