International Leadership of Texas

Katy Westpark High

2021-2022 Campus Improvement Plan

Mission Statement

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership,mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

Vision

ILTexas Katy Westpark High School is a college preparatory school, developing an international orientation through the acquisition of multiple languages and promoting and providing opportunities for servant leadership. We support the conditions for each student to write their own story of accomplishment while attending KWHS, and what they bring to their next endeavor after high school, be it four year college, entering the workforce, or military service.

Value Statement

WHY ILTEXAS?

CHINESE AND SPANISH

Texas is a strong economic force in the world. Our top three countries that we export to are Mexico, Canada, and China. China has become the second largest economy in the world. In order for Texas and the United States to remain on top, we intend to provide a unique educational opportunity that ensures our students speak English, Spanish and Chinese.

CHARACTER AND LEADERSHIP DEVELOPMENT

We intend to return leadership and citizenship into the culture and educational experience for every student who attends ILTexas. Every student will be given leadership roles to teach a concept of others before self. Students will exemplify traits such as timeliness, responsibility, and respect with expectations to be on time, to be responsible, and to be respectful. We believe these traits will empower them to overcome the challenges they will face in their lives and create a better and more productive society in which to live and work.

BUILDING INTERNATIONAL RELATIONSHIPS

ILTexas will develop close relationships with schools in China and the international community in order to facilitate the exchange of teachers and students and to promote global understanding. ILTexas will host Chinese students at the high school level to ensure our students not only learn the language but also the Chinese culture and most importantly build long-term professional relationships. It is our goal to team every three American students with one Chinese student to facilitate relationship building and expedited learning. By the time our students are seniors we also intend to provide travel opportunities for our students to visit and study in China. This intentional innovative approach is an incredible learning opportunity and is the greatest difference that ILTexas provides over other public, charter or private school educational opportunities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ILTexas Katy Westpark High School is a college prep high school which focuses on International leadership and trilingual education - projecting approximately 850 students, for the 2021-2022 school year.

KWHS , serving students from various academic backgrounds that include public school, home school, private school, and other charter schools. In 2020-2020, a 720 strong, diverse student population was comprised of 59% Hispanic, 5% White, 39% Black, 4% Asian, and 4% other. Further breakdown shows 21% on free or reduced lunch, 3% Gifted and Talented. KWHS employs a dedicated, highly qualified staff of 45 teachers and 11 support personnel who believe in the ILTexas mission and are committed to student success. The curriculum includes Spanish, Mandarin, fitness, and a grade-level community service project, which is student initiated and implemented. KWHS' international focus includes creating global citizens by developing body, mind and character.

2020-2021 we served approximately 726 students. 153 students, 17% are classified as LEP, that are currently receiving English language support services . Our special education program has approximately 29 participants which continues to represent about 4.6% of our student population. Our student population consists of students who meet the At-Risk criteria, a total of 50.7% of our student population.

KWHS Staff represent over 11 countries, from Asia, Europe, South America Central America, the Caribbean and North America.

KWHS Staff come to us with a wide range of experience, from first year teachers, working on certifications to 30 year veterans.

Teaching Staff holding BS

Staff holding MS/MA

Staff holding a Doctorate-4

Demographics Strengths

Diverse international background of students, staff and community memberrs, brings home the importance of the ILTexas Mission everyday. Familiarity with different cultures and background increase understanding and openess to differnt perspectives and points of view. Value of mulitilingual program is reinforced.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause:** Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Student Learning

Student Learning Summary

Analysis of STAAR scores indicates that there is a need for math and reading interventions. We know that interventions make an impact on student achievement. Our campus uses scheduled intervention periods during the school day, pullouts and after school tutorials, to target interventions that are needed. Teachers believe it is imperative to begin vertical planning of curriculum on a regular basis. We have also implemented morning and afternoon peer tutoring, online instructional programs as well as the option of Saturday school. We continue to collect and analyze student achievement data, it is an ongoing practice in refining our instructinal program.

Student Learning Strengths

2021 Spring STAAR/EOC Data

Algebra I 52% Approaches

Biology-81% Approaches

English I-62.13% Approaches

English II-77.46% Approaches

U.S History-82% Approaches

Students consisitently score high in Biology and US History assessment.

Increase number of students taking AP classes between 2020-21 and upcoming 2021-2022 school year.

Growth of invovment in SAT Prep courses.

Problem Statements Identifying Student Learning Needs

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Problem Statement 2 (Prioritized): Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause:** Lack of clear next steps and follow up for documenting action steps

Problem Statement 3 (Prioritized): Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause:** Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

School Processes & Programs

School Processes & Programs Summary

Personnel-KWHS has enjoyed <mark>100%</mark> staff retention between spring and fall semesters in its first 3 years and will strive to restore retention. Many staff members hold advanced degrees and experienced teachers act as mentors to newer teachers. Proffsional Development is made availalbe both in house and from the district, area offices, Region IV, and outside providers. Area coaches in place to provide feedback and reinfrocement of best practices.

Grade Level PLCs and Content PLC provide considerable support for staff

Curriculum-TEKS Reources System, YAG, District generated lesson plans, provide guidance in planning. Utilization of Lead4ward and effective data analysis inform stategic planning as well.

Organizational- KWHS is organized by grade for grade level PLC's, led by a Grade Level adminstrator- some operational and adminstrative information is shared in this setting, but whose principal purpose is to review student weekly performance, identfying students in need of support, and fomulating actions plans. Content PLCs by subject area meet weekly to review planning and share strategies.

Administrative - Building Princial works closely with Associate Principal (AP) in campus oversite, accountability, planning, and execution of High School Prgram. They meet weekly with GLAs, Counselor, SPED Rep. and Athletic Director. AP attends grade level PLCs, but GLAs are expected to preside over those sessions.

Instructional - Guided by TEKS and Data-Emphasis on Fundamental Five lesson structure, Interactive Notebooks, and technology in a blended model. Plannig for Bell to Bell engaging instruction.

School Processes & Programs Strengths

- Positive supportive culture amongst staff.
- Communications (always improving)
- School has on site Tech assistant.
- One to one chromebooks program for students.
- Teachers have laptop and access to interactive white board and document cameras in every room.
- PLC structure-

- Emphasis on Student Leadership Opportunities- Leadership Classes, Campus wide Programs, Perfroming Arts, Athletics and Clubs and Organizations
- Grade Level and Content Area PLC provide support for all teachers - planning and student information
- Professional development through Region IV, AP trainng Rice University and other opportunities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause:** Lack of clear next steps and follow up for documenting action steps

Problem Statement 2 (Prioritized): Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause:** Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Problem Statement 3 (Prioritized): Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause:** Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Problem Statement 4 (Prioritized): KWHS would benefit by increasing community involvment. PTO suffers from low participation and purpose/direction. **Root Cause:** Campus has not established regular parent meetings, that insure good attendance and hopefully increase PTO participation. Communications and Relationship Building, Community Outreach are areas for growth.

Perceptions

Perceptions Summary

School Business is driven by the ILTexas Mission and student goals, as expressed in the ILTexas Student Pledge.

Positive environment-begining with front office staff.

Talented Counseling Staff that are always availalble for students and parents.

Surveys indicate positive relationships bewtween students and their teachers, as well as their classmates.

Surveys also indicate students feel safe at school.

Morning School Assemblies and Awards Assemblies, allow for celebration of student achievements, and are always met with a supportive student body.

Staff Surveys indicate a supportive culture and climate.

Schoolwide initiatives enjoy broad support and demonstrations of servent leadership.

Language and Leadership is embedded in school culture.

Perceptions Strengths

Student, Parent, Staff MOY/EOY Surveys are overwhelming positive when it comes to school culture and climate. There are always areas for improvement, but good communications, helps in identifying these areas and a collaborative atmosphere contributes to developing solutions and improving processes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): KWHS would benefit by increasing community involvment. PTO suffers from low participation and purpose/direction. **Root Cause:** Campus has not established regular parent meetings, that insure good attendance and hopefully increase PTO participation. Communications and Relationship Building, Community Outreach are areas for growth.

Problem Statement 2 (Prioritized): Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause:** Lack of clear next steps and follow up for documenting action steps

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Priority Problem Statements

Problem Statement 8: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day.

Root Cause 8: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Problem Statement 8 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 9: Triage Process is time inefficient, and should focus on deliberate action steps.

Root Cause 9: Lack of clear next steps and follow up for documenting action steps

Problem Statement 9 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 10: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed.

Root Cause 10: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Problem Statement 10 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 11: KWHS would benefit by increasing community involvment. PTO suffers from low participation and purpose/direction.

Root Cause 11: Campus has not established regular parent meetings, that insure good attendance and hopefully increase PTO participation. Communications and Relationship Building, Community Outreach are areas for growth.

Problem Statement 11 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 1: By May 2022, 100% of Special Populations (to include Economically Disadvantaged, SPED, Bilingual, and LEP students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%. Purchase supplemental technology (such as Chromebooks), instructional materials, Study Island, Flowcabulary, and academic support via tutorials with evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language, ITutor). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR & EOC Assessments

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, LOTE and other programs that will increase student achievement, with particular attention to ELLs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement				
Staff Responsible for Monitoring: Campus Administrator				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy**				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2				
Funding Sources: Consultant Fees - 263 - Title III - $2,500				
Strategy 2 Details	Reviews			
Strategy 2: Increased focus support for EL's through Professional Development and once a month in PLC's LPAC recommendations, Language and Content objectives and Purchase instructional technology such as IXL and Imagine learning to supplement the instruction of our special populations (such as ELs, sped, ...).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Decrease percentage in number of failed courses for EL's, and increase in percentage passing of EOC's				
Staff Responsible for Monitoring: AP				
Title I Schoolwide Elements: 2.4, 2.6				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2				
Funding Sources: NA - 211 - Title 1-A				

Strategy 3 Details				Reviews			
Strategy 3: Utilization of Peer-to-Peer tutoring, both voluntary and mandatory tutoring online or in person, as needed. Maintain successful Eagle Academy in support of student mastery in all subjects.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates **Staff Responsible for Monitoring:** AP **Title I Schoolwide Elements:** 2.4, 2.5 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 211 - Title 1-A - $5,000							

Strategy 4 Details				Reviews			
Strategy 4: Employ additional Assessment tools (MAP) to guide intervention and enrichment strategies employ supplemental instructional materials, including dictionaries, STAAR EOC Prep (such as Measuring Up), classroom libraries and enrichment experiences, computer/web based programs - for Language Arts and Mathematics, Science, Social Studies, to include Plato, Study Island and supplemental Field Trips.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates **Staff Responsible for Monitoring:** AP. Principal, GLA **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 211 - Title 1-A - $20,000, - 420 - State - $10,000							

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Student Learning
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School Processes & Programs

Problem Statement 2: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 2: By May 2022 KWHS will increase parent and family engagement by 25%.

Targeted or ESF High Priority

Evaluation Data Sources: contact logs, sign in sheets, parent climate survey, increased PTO membership

Strategy 1 Details	Reviews			
Strategy 1: Increase membership to PTO. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents. **Strategy's Expected Result/Impact:** Increased activities and involvement from KWHS families **Staff Responsible for Monitoring:** Principal and AP **Title I Schoolwide Elements:** 3.1, 3.2 **Problem Statements:** School Processes & Programs 4 - Perceptions 1	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Increased participation in parent meetings for college and career counseling, PTO, orientations, and parent education utilizing a translation kit to reach all parents to encourage parent participation. Maintain parent center in the front foyer to allow parent computer access and update information via parent display board. Provide online access to CNA/CIP. **Strategy's Expected Result/Impact:** Increased participation in parent meetings and events. **Staff Responsible for Monitoring:** Principal, AP, GLAs **Title I Schoolwide Elements:** 3.1, 3.2 **Problem Statements:** School Processes & Programs 4 - Perceptions 1	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy 3 Details	Reviews			
Strategy 3: Facilitate monthly meetings with parents to discuss upcoming events and to address questions they may have about the trilingual language program and graduation requirements. **Strategy's Expected Result/Impact:** Increased attendance at monthly tr-lingual meetings. **Staff Responsible for Monitoring:** Principal, AP, counselor **Title I Schoolwide Elements:** 3.1, 3.2 **Problem Statements:** School Processes & Programs 4 - Perceptions 1 **Funding Sources:** Refreshments - 211 - Title 1-A - $500	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: KWHS would benefit by increasing community involvment. PTO suffers from low participation and purpose/direction. **Root Cause**: Campus has not established regular parent meetings, that insure good attendance and hopefully increase PTO participation. Communications and Relationship Building, Community Outreach are areas for growth.
Perceptions
Problem Statement 1: KWHS would benefit by increasing community involvment. PTO suffers from low participation and purpose/direction. **Root Cause**: Campus has not established regular parent meetings, that insure good attendance and hopefully increase PTO participation. Communications and Relationship Building, Community Outreach are areas for growth.

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 3: 90% of students will receive credit for 100% of their courses at the end of the 2021-2022 school year. To support student success, KWHS will offer a variety of opportunities including but not limited to Eagle Academy, supervised open work sessions assigned by teachers, adding a work session to students assigned community service, and content support including interventions (Algebra S1 failures) and resrouces including 24/7 tutorial services offered by Princeton Review.

KWHS will develop teacher instruction by being required and held accountable for practices like turning in lesson plans on a daily basis, posting grades in a time-efficient manner, and mandatory contact with parents for struggling students. KWHS will create weekly professional development sessions for teachers where best practices are shared by one another, the IC, and principals. Teachers will learn about topics like student engagement, using assessments to drive instruction, standard-based grading based on the idea of mastery, and how to design and effective instruction.

Targeted or ESF High Priority

Evaluation Data Sources: Skyward Failure Reports, low summer school enrollment for credit recovery

Strategy 1 Details	Reviews			
Strategy 1: Use of TEKS Resource System and student data for lesson planning and curriculum development.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement and performance through effective planning	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal, AP, GLAs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2				
Funding Sources: - 211 - Title 1-A				

Strategy 2 Details	Reviews			
Strategy 2: Targeted remediation, including After School tutorials and Saturday School.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student mastery of learning, decreased number of students failing 1 or more course.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: GLAs, AP				
Title I Schoolwide Elements: 2.4, 2.5				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2				
Funding Sources: Staff - 211 - Title 1-A - $7,000				

Strategy 3 Details	Reviews			
Strategy 3: Utilization of Freshmen Orientation, "Fish Camp,"Peer to Peer tutoring mandatory tutoring, and mentoring program to aid in transition from middle school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased Failure Rates **Staff Responsible for Monitoring:** GLAs, AP, Principal, **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2 **Funding Sources:** - 211 - Title 1-A	**Nov**	**Jan**	**May**	**June**

Strategy 4 Details	Reviews			
Strategy 4: 1 to 1 Chromebook to Student ratio - while also utilizing supplemental instructional materials, computer/web based programs - Study Island, Plato, Kuder, Google Classroom	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased failure rate **Staff Responsible for Monitoring:** GLAs. Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 211 - Title 1-A	**Nov**	**Jan**	**May**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Continue to develop areas for our students to excel in the area of music art, theater, and dance, with additional tools such as, lights, mics, and other theatrical items.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Continued student performances and celebrations of cultural events through the arts **Staff Responsible for Monitoring:** Fine Arts Department, GLAs, AP, Principal **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** Lights and Sound Equipment - 211 - Title 1-A - $2,000	**Nov**	**Jan**	**May**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Increased use of SST (Student Success Team) with identification of struggling students, planning, timeline, and support systems to increase student success. Including use of PLC and Leadership teacher.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates **Staff Responsible for Monitoring:** AP's, GLA's, Leadership Teachers **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3	**Nov**	**Jan**	**May**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Support students enrolled in Advanced Placement classes by subsidizing exam fees.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students enrolled in AP classes will be able to take the AP Exams.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Connect high school to career and college				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2				
Funding Sources: Subsidizing cost of AP tests. - 211 - Title 1-A				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

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Problem Statement 2: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

School Processes & Programs
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Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 4: KWHS will create a positive culture of student leadership and community service where 100% of students support or are participating in school wide initiatives, and activates by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Student Surveys, Student Organizations, Clubs, Activity and Team Rosters, Community Service Hours Records, OBS Board, and Grade Level Reports.

Strategy 1 Details	Reviews			
Strategy 1: PBIS System - Positive Behavior System Intervention Supports - recognizing students success with character, academic growth and performance, and effectively meeting school wide expectations. Additionally recognizing these students with "Eagle of the Month" Award. Recognize each six week, Perfect Attendance, All A, and A/B Honor Roll. Breakfast/Lunch-with staff, Donated Gift Cards. Open Gym.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased attendance, exhibition of student leadership, improved overall academic performance, positive recognition of students. **Staff Responsible for Monitoring:** Ap, Principal, GLAs **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** Eagle Pins and PBIS Swag - 211 - Title 1-A - $200				

Strategy 2 Details	Reviews			
Strategy 2: Increased use of Restorative Discipline practices with students	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Decreased number of suspensions and Recommendations for expulsion **Staff Responsible for Monitoring:** Ap, Principal, GLAs **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: Through Student Clubs, Teams,and Organizations, students will be provided leadership opportunities, that will contribute to school climate and build an appropriate high school culture.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Build student ownership in school culture. **Staff Responsible for Monitoring:** Student Council Sponsor **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** - 211 - Title 1-A				

Strategy 4 Details	Reviews			
Strategy 4: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students). We will also increase capacity in this area by bringing in subject matter experts or attending PD.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Student Achievement **Staff Responsible for Monitoring:** Campus Counselors **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2				

Strategy 5 Details	Reviews			
Strategy 5: Provide professional development and supplemental instructional resources that will promote the development, implementation, and strengthening of programs to support the teaching of US history, civis, economics, geography and government education	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Student Achievement **Staff Responsible for Monitoring:** Principal, APs **Title I Schoolwide Elements:** 2.4, 2.5 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3				

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

| Student Learning |
|---|
| **Problem Statement 1**: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options. |
| **Problem Statement 3**: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement. |

School Processes & Programs

Problem Statement 2: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Perceptions

Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 5: By May of 2022 100% of students will demonstrate an increase in intercultural awareness, by supporting or taking part in the four major cultural events held at the school.

    Targeted or ESF High Priority

    Evaluation Data Sources: Student Surveys, Increased number of culturally focused events, and student participation. Activity Rosters.

Strategy 1 Details	Reviews			
Strategy 1: Intercultural Committee planning of, but not limited to, Chinese New Year, Black History Month Program, International Fest, Hispanic Heritage month activities	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased campus celebrations of different languages, cultures, and diversity
    Staff Responsible for Monitoring: AP GLA's, Intercultural Committee
    Title I Schoolwide Elements: 2.5
    Problem Statements: Student Learning 3 - School Processes & Programs 3 - Perceptions 3
    Funding Sources: Decorations - 211 - Title 1-A - $500				

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

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

School Processes & Programs
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Perceptions
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 6: 100% of Teachers will participate in the development and execution of the Student Mentorship program through the Leadership classes in 2021-2022 School Year.

Targeted or ESF High Priority

**Evaluation Data Sources:** Student Contact Logs
Parent Contact Logs
Decreases in the number of students on the weekly failure lists
Decreases in the number of student absences
Decreases in Eagle Academy Assignments
Decreases in the number of Discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Administration and GLAs will develop a workable mentoring program, to be implemented by Leadership Class teachers, that will allow for closer monitoring of student performance, behavior and well being.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase in student academic performance, and attendance. Decrease in tardies, behavior issues, Eagle Academy Assignments and Detentions and ASD. **Staff Responsible for Monitoring:** GLAs **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

School Processes & Programs
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Perceptions
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 1: By May 2022, 100% of Special Populations (to include Economically Disadvantaged, SPED, Bilingual, and LEP students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR & EOC Assessments

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, LOTE and other programs that will increase student achievement, with particular attention to ELLs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement				
Staff Responsible for Monitoring: Campus Administrator				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy**				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2				
Funding Sources: Consultant Fees - 263 - Title III - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: Increased focus support for EL's through Professional Development and once a month in PLC's LPAC recommendations, Language and Content objectives	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Decrease percentage in number of failed courses for EL's, and increase in percentage passing of EOC's				
Staff Responsible for Monitoring: AP				
Title I Schoolwide Elements: 2.4, 2.6				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2				
Funding Sources: NA - 211 - Title 1-A				

Strategy 3 Details	Reviews			
Strategy 3: Utilization of Peer to Peer tutoring, both voluntary and mandatory tutoring as needed. Maintain successful Eagle Academy in support of student mastery in all subjects.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates				
Staff Responsible for Monitoring: AP				
Title I Schoolwide Elements: 2.4, 2.5				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2				
Funding Sources: - 211 - Title 1-A - $5,000				

Strategy 4 Details	Reviews			
Strategy 4: Employ additional Assessment tools (MAP) to guide intervention and enrichment strategies employ supplemental instructional materials, including dictionaries, STAAR EOC Prep (such as Measuring Up), classroom libraries and enrichment experiences, computer/web based programs - for Language Arts and Mathematics, Science, Social Studies, to include Plato, Study Island and supplemental Field Trips.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates **Staff Responsible for Monitoring:** AP. Principal, GLA **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 211 - Title 1-A - $20,000, - 420 - State - $10,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Student Learning
Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

School Processes & Programs
Problem Statement 2: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 2: By May 2022 KWHS will increase parent and family engagement by 25%.

    Targeted or ESF High Priority

    Evaluation Data Sources: contact logs, sign in sheets, parent climate survey, increased PTO membership

Strategy 1 Details	Reviews			
Strategy 1: Increase membership to PTO	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased activities and involvement from KWHS families **Staff Responsible for Monitoring:** Principal and AP **Title I Schoolwide Elements:** 3.1, 3.2 **Problem Statements:** School Processes & Programs 4 - Perceptions 1	**Nov**	**Jan**	**May**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Increased participation in parent meetings for college and career counseling, PTO, orientations, and parent education utilizing a translation kit to reach all parents to encourage parent participation. Maintain parent center in the front foyer to allow parent computer access and update information via parent display board. Provide online access to CNA/CIP.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased participation in parent meetings and events. **Staff Responsible for Monitoring:** Principal, AP, GLAs **Title I Schoolwide Elements:** 3.1, 3.2 **Problem Statements:** School Processes & Programs 4 - Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Facilitate monthly meetings with parents to discuss upcoming events and to address questions they may have about the trilingual language program and graduation requirements.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased attendance at monthly tr-lingual meetings. **Staff Responsible for Monitoring:** Principal, AP, counselor **Title I Schoolwide Elements:** 3.1, 3.2 **Problem Statements:** School Processes & Programs 4 - Perceptions 1 **Funding Sources:** Refreshments - 211 - Title 1-A - $500				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: KWHS would benefit by increasing community involvment. PTO suffers from low participation and purpose/direction. **Root Cause**: Campus has not established regular parent meetings, that insure good attendance and hopefully increase PTO participation. Communications and Relationship Building, Community Outreach are areas for growth.
Perceptions
Problem Statement 1: KWHS would benefit by increasing community involvment. PTO suffers from low participation and purpose/direction. **Root Cause**: Campus has not established regular parent meetings, that insure good attendance and hopefully increase PTO participation. Communications and Relationship Building, Community Outreach are areas for growth.

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 3: 90% of students will receive credit for 100% of their courses at the end of the 2021-2022 school year.

   Targeted or ESF High Priority

   Evaluation Data Sources: Skyward Failure Reports, low summer school enrollment for credit recovery

Strategy 1 Details	Reviews			
Strategy 1: Use of TEKS Resource System and student data for lesson planning and curriculum development.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement and performance through effective planning **Staff Responsible for Monitoring:** Principal, AP, GLAs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 211 - Title 1-A	**Nov**	**Jan**	**May**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Targeted remediation, including After School tutorials and Saturday School.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student mastery of learning, decreased number of students failing 1 or more course. **Staff Responsible for Monitoring:** GLAs, AP **Title I Schoolwide Elements:** 2.4, 2.5 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Staff - 211 - Title 1-A - $7,000	**Nov**	**Jan**	**May**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Utilization of Freshmen Orientation, "Fish Camp,"Peer to Peer tutoring mandatory tutoring, and mentoring program to aid in transition from middle school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased Failure Rates **Staff Responsible for Monitoring:** GLAs, AP, Principal, **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2 **Funding Sources:** - 211 - Title 1-A	**Nov**	**Jan**	**May**	**June**

Strategy 4 Details	Reviews			
Strategy 4: 1 to 1 Chromebook to Student ratio - while also utilizing supplemental instructional materials, computer/web based programs - Study Island, Plato, Kuder, Google Classroom	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Decreased failure rate **Staff Responsible for Monitoring:** GLAs. Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 211 - Title 1-A				

Strategy 5 Details	Reviews			
Strategy 5: Continue to develop areas for our students to excel in the area of music art, theater, and dance, with additional tools such as, lights, mics, and other theatrical items.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Continued student performances and celebrations of cultural events through the arts **Staff Responsible for Monitoring:** Fine Arts Department, GLAs, AP, Principal **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** Lights and Sound Equipment - 211 - Title 1-A - $2,000				

Strategy 6 Details	Reviews			
Strategy 6: Increased use of SST (Student Success Team) with identification of struggling students, planning, timeline, and support systems to increase student success. Including use of PLC and Leadership teacher.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates **Staff Responsible for Monitoring:** AP's, GLA's, Leadership Teachers **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3				

Strategy 7 Details	Reviews			
Strategy 7: Support students enrolled in Advanced Placement classes by subsidizing exam fees.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: More students enrolled in AP classes will be able to take the AP Exams. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Subsidizing cost of AP tests. - 211 - Title 1-A				

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

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Student Learning

Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Problem Statement 2: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps

Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

School Processes & Programs

Problem Statement 1: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps

Problem Statement 2: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Perceptions

Problem Statement 2: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps

Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 4: KWHS will create a positive culture of student leadership and community service where 100% of students support or are participating in school wide initiatives, and activates by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Student Surveys, Student Organizations, Clubs, Activity and Team Rosters, Community Service Hours Records, OBS Board, and Grade Level Reports.

Strategy 1 Details	Reviews			
Strategy 1: PBIS System - Positive Behavior System Intervention Supports - recognizing students success with character, academic growth and performance, and effectively meeting school wide expectations. Additionally recognizing these students with "Eagle of the Month" Award. Recognize each six week, Perfect Attendance, All A, and A/B Honor Roll. Breakfast/Lunch-with staff, Donated Gift Cards. Open Gym.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased attendance, exhibition of student leadership, improved overall academic performance, positive recognition of students. **Staff Responsible for Monitoring:** Ap, Principal, GLAs **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** Eagle Pins and PBIS Swag - 211 - Title 1-A - $200				

Strategy 2 Details	Reviews			
Strategy 2: Increased use of Restorative Discipline practices with students	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Decreased number of suspensions and Recommendations for expulsion **Staff Responsible for Monitoring:** Ap, Principal, GLAs **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: Through Student Clubs, Teams,and Organizations, students will be provided leadership opportunities, that will contribute to school climate and build an appropriate high school culture.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Build student ownership in school culture. **Staff Responsible for Monitoring:** Student Council Sponsor **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** - 211 - Title 1-A				

Strategy 4 Details	Reviews			
Strategy 4: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students). We will also increase capacity in this area by bringing in subject matter experts or attending PD.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Student Achievement **Staff Responsible for Monitoring:** Campus Counselors **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2				

Strategy 5 Details	Reviews			
Strategy 5: Provide professional development and supplemental instructional resources that will promote the development, implementation, and strengthening of programs to support the teaching of US history, civis, economics, geography and government education	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Student Achievement **Staff Responsible for Monitoring:** Principal, APs **Title I Schoolwide Elements:** 2.4, 2.5 **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2				

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

| Student Learning |
|---|
| **Problem Statement 1**: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options. |
| **Problem Statement 2**: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps |
| **Problem Statement 3**: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement. |

School Processes & Programs
Problem Statement 1: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps
Problem Statement 2: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Perceptions
Problem Statement 2: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 5: By May of 2022 100% of students will demonstrate an increase in intercultural awareness, by supporting or taking part in the four major cultural events held at the school.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** Student Surveys, Increased number of culturally focused events, and student participation. Activity Rosters.

Strategy 1 Details	Reviews			
Strategy 1: Intercultural Committee planning of, but not limited to, Chinese New Year, Black History Month Program, International Fest, Hispanic Heritage month activities	**Formative**			**Summative**
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased campus celebrations of different languages, cultures, and diversity				
Staff Responsible for Monitoring: AP GLA's, Intercultural Committee				
Title I Schoolwide Elements: 2.5				
Problem Statements: School Processes & Programs 4 - Perceptions 1				
Funding Sources: Decorations - 211 - Title 1-A - $500				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 4: KWHS would benefit by increasing community involvment. PTO suffers from low participation and purpose/direction. **Root Cause**: Campus has not established regular parent meetings, that insure good attendance and hopefully increase PTO participation. Communications and Relationship Building, Community Outreach are areas for growth.

Perceptions
Problem Statement 1: KWHS would benefit by increasing community involvment. PTO suffers from low participation and purpose/direction. **Root Cause**: Campus has not established regular parent meetings, that insure good attendance and hopefully increase PTO participation. Communications and Relationship Building, Community Outreach are areas for growth.

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 6: 100% of Teachers will participate in the development and execution of the Student Mentorship program through the Leadership classes in 2021-22 School Year.

Targeted or ESF High Priority

Evaluation Data Sources: Student Contact Logs
Parent Contact Logs
Decreases in the number of students on the weekly failure lists
Decreases in the number of student absences
Decreases in Eagle Academy Assignments
Decreases in the number of Discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Administration and GLAs will develop a workable mentoring program, to be implemented by Leadership Class teachers, that will allow for closer monitoring of student performance, behavior and well being.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase in student academic performance, and attendance. Decrease in tardies, behavior issues, Eagle Academy Assignments and Detentions and ASD. **Staff Responsible for Monitoring:** GLAs **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

School Processes & Programs
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Perceptions
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

Performance Objective 1: The percentage of College & Career ready graduates will increase from 67.2% to 77% in 3-5 years

    Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: Leverage ASP Scheduling time for regular group and student interactions. Increase/improved communications with student and parent community.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Informed student and community regarding procedures and options in investigating opportunities in post-secondary education.
    Staff Responsible for Monitoring: Associate Principal
    Title I Schoolwide Elements: 2.4, 3.2
    Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 2				

Strategy 2 Details	**Reviews**			
Strategy 2: Provide digital resources including but not limited to Computer Hardware, Computer Software, Peripherals, and industry based tools.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased academic performance and certifications in CTE and science classes..
    Staff Responsible for Monitoring: Associate Principal, Content Leads, Instructional Coach
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2				

Strategy 3 Details	**Reviews**			
Strategy 3: 3) Contract with Academic Consulting Service, to provide customized SAT prep program for members of the KWHS Junior Class.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase in student SAT scores
    Staff Responsible for Monitoring: Principal
    Title I Schoolwide Elements: 2.5
    Problem Statements: Student Learning 3 - School Processes & Programs 3 - Perceptions 3				

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Student Learning

Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Problem Statement 2: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps

Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

School Processes & Programs

Problem Statement 1: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps

Problem Statement 2: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Perceptions

Problem Statement 2: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps

Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

Performance Objective 2: By May of 2022 100% of students will have accessed academic career exploration software to get experience with college and career level resources.

    Evaluation Data Sources: Xello (career cruising) data reports

Strategy 1 Details	Reviews			
Strategy 1: Insure that all students have access to chromebooks, supported by IT, with training on utilization of software.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase Student Achievement
    Staff Responsible for Monitoring: Principal, APs, Teachers
    Title I Schoolwide Elements: 2.4
    Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 2				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps
School Processes & Programs
Problem Statement 1: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps
Perceptions
Problem Statement 2: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

Performance Objective 3: By May 2022 KWHS Leadership STEM, AV Tech, and Health Science CTE course offerings will increase their inventories of appropriate instructional materials and student resources.

Evaluation Data Sources: Enrollment in the the three CTE pathways offered. Record of Leadership Activities, Campus Surveys. Inventories.

Strategy 1 Details	Reviews			
Strategy 1: Purchase instructional materials, and resources supporting all CTE courses offered.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Student Achievement	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal CTE Teachers				
Title I Schoolwide Elements: 2.4, 2.5				
Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps
School Processes & Programs
Problem Statement 1: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps
Perceptions
Problem Statement 2: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

Performance Objective 4: Prepare students with communication and access to College Curriculum from 0% to at least 100% by their Senior Year.

    Evaluation Data Sources: SaaS login information

Strategy 1 Details	Reviews			
Strategy 1:	**Formative**			**Summative**
1)Deliver online courses and training via the SaaS, streamlining and integrating the Student and Teacher communication experience assessment. This web based platform exposes Students to the technology, process and applications they will be encountering in College and beyond.	**Nov**	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: By the students Senior year they will be proficient in the SaaS platform.
     Staff Responsible for Monitoring: CTE Coordinator, Director of Math, Director of Science, Director of Social Studies, Campus Principal and ASP.
     Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college
     Problem Statements: Student Learning 3 - School Processes & Programs 3 - Perceptions 3
     Funding Sources: - 244 - Carl Perkins - $2,000				

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.
School Processes & Programs
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.
Perceptions
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022

Performance Objective 1: By the end of the 21-22 school year, all students will demonstrate an increase in language proficiency a minimum of one sub-level, based on the ACTFL proficiency guidelines.

    Evaluation Data Sources: ACTFL and AAPPL assessments

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all students are placed in the correct sub-level based on teacher input and EOY AAPPL or ACTFL assessment	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased vocabulary and language proficiency.Increase number of students that are mastering sub-levels annually
     Staff Responsible for Monitoring: Language Leads, GLAs, AP, Principal
     Title I Schoolwide Elements: 2.4, 2.6
     Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2
     Funding Sources: Bilingual Dictionaries - 211 - Title 1-A - $250, - 263 - Title III - $2,500, - 420 - State - $2,500				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Student Learning
Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

School Processes & Programs
Problem Statement 2: Most Recent Data on STAAR/EOC English I and II show 53% Approaches. A campus wide writing initiative is required, along with strategic, differentiated classroom instruction in the English I/II classes. ELAR Intervention classes need to built into the master schedule to allow for additional support within the school day. **Root Cause**: Students arriving with gaps in their ELAR skills. Data may be underutilized in differentiaton and planning. SST/RTI may not be effectivly identifying students early enough, with an action plan put in place. Length of day and transportstion, make after school and Saturday tutorials less than effective intervention options.

Goal 5: The percent of teachers retained annually will increase from 76% to 80% by June 2022.

Performance Objective 1: 100% of classroom teachers will have received professional development opportunities that work toward their increased effectiveness in the classroom, by May 2022.

Evaluation Data Sources: Certificates of Completion for professional development courses, sign-in sheets and agendas

Strategy 1 Details		Reviews			
Strategy 1: Teacher opportunities for professional development and conferences through, but not limited to, Region 4 and 10, NMSI, AP, TEKS RS, TPRS, book studies, Fine Arts and Technology conferences.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased visibility of strategies in Lesson Planning, classroom teaching, and student results. 80% teacher retention rate. **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** Professional Development - 211 - Title 1-A - $2,400, Professional Development - 420 - State - $1,200, Professional Development - 461 - Campus Activity - $600, - 263 - Title III - $2,500					
Strategy 2 Details		Reviews			
Strategy 2: Recruit and retain effective teachers especially in high need areas (Math and Science stipends)		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: 80%+ teacher retention rate **Staff Responsible for Monitoring:** CFO, HR, Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** - 255 - Title II - $10,000, - 420 - State - $20,000					

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.
School Processes & Programs
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Perceptions
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Goal 5: The percent of teachers retained annually will increase from 76% to 80% by June 2022.

Performance Objective 2: 100% of the KWHS staff will demonstrate a culture that exemplifies professionalism, leadership, and community, by May 2022.

Evaluation Data Sources: teacher retention rates, staff climate survey, parent climate survey, student survey, administrative walkthrough and observation data. Whetstone

Strategy 1 Details			Reviews			
Strategy 1: Increase opportunities for staff members to socialize by hosting campus events-Data Day Campus Luncheons			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased feeling of community			**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principals, GLAs,AP						
Title I Schoolwide Elements: 2.5						
Problem Statements: Student Learning 3 - School Processes & Programs 3 - Perceptions 3						
Funding Sources: - 211 - Title 1-A						

Strategy 2 Details			Reviews			
Strategy 2: 2) Use Sunshine Club to celebrate special events			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase staff retention			**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Attendance Clerk, Front Office Staff						
Title I Schoolwide Elements: 2.5						
Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 2						
Funding Sources: - 211 - Title 1-A						

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

School Processes & Programs
Problem Statement 1: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps
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Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Goal 5: The percent of teachers retained annually will increase from 76% to 80% by June 2022.

Performance Objective 3: 100% of Administration will to provide support, timely feedback to all staff, clear communications and meaningful professional development that will instill in teachers a high degree of efficacy, by May 2022. Classroom Observation and Walkthroughs supported by Whetstone.

Evaluation Data Sources: teacher retention rates, staff climate survey, parent climate survey, staff evaluation data, PD agendas. Staff feedback. Whetstone Data.

Strategy 1 Details	Reviews			
Strategy 1: Regular Administrative and Leadership Team Meetings to disseminate information through the Grade Level Administrators.	**Formative**			**Summative**
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Clear Communications **Staff Responsible for Monitoring:** Building Principal and Associate Principal. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** - 211 - Title 1-A				

Strategy 2 Details	Reviews			
Strategy 2: Meaningful professional development tied to effective planning instructional strategies. i.e. Fundamental Five, Interactive Notebook, Chromebook, Plato, Study Island	**Formative**			**Summative**
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Meaningful utilization of the interactive notebook and confident integration of technology and software in the classroom. **Staff Responsible for Monitoring:** Building Principal Associate Principal Grade Level Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2 **Funding Sources:** - 211 - Title 1-A				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps
Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

School Processes & Programs
Problem Statement 1: Triage Process is time inefficient, and should focus on deliberate action steps. **Root Cause**: Lack of clear next steps and follow up for documenting action steps
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Problem Statement 3: Leadership Classes are underutilized for developmet of students and thier succes. Development and implementation of an active mentoring program is needed. **Root Cause**: Lack of training for leadership teachers and communication of a clear vision, goals, accountability and measurement.

Goal 6: To improve the culture and climate of our campuses by the end of the 2021-2022 school year.

Performance Objective 1: The culture and climate of our campus will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety and security from 50% to 75% by the end of the 2021-2022 school year.

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety, cybersecurity, internet safety and addressing the social emotional health of our students.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Bring in subject matter experts and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, LOTE and other programs that will increase student achievement, with particular attention to ELLs.
2	1	1	Bring in subject matter experts and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, LOTE and other programs that will increase student achievement, with particular attention to ELLs.

Campus Funding Summary

420 - State					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$10,000.00
2	1	4			$10,000.00
4	1	1			$2,500.00
5	1	1	Professional Development		$1,200.00
5	1	2			$20,000.00
				Sub-Total	$43,700.00
461 - Campus Activity					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1	Professional Development		$600.00
				Sub-Total	$600.00
211 - Title 1-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	NA		$0.00
1	1	3			$5,000.00
1	1	4			$20,000.00
1	2	3	Refreshments		$500.00
1	3	1			$0.00
1	3	2	Staff		$7,000.00
1	3	3			$0.00
1	3	4			$0.00
1	3	5	Lights and Sound Equipment		$2,000.00
1	3	7	Subsidizing cost of AP tests.		$0.00
1	4	1	Eagle Pins and PBIS Swag		$200.00
1	4	3			$0.00
1	5	1	Decorations		$500.00
2	1	2	NA		$0.00

			211 - Title 1-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3			$5,000.00
2	1	4			$20,000.00
2	2	3	Refreshments		$500.00
2	3	1			$0.00
2	3	2	Staff		$7,000.00
2	3	3			$0.00
2	3	4			$0.00
2	3	5	Lights and Sound Equipment		$2,000.00
2	3	7	Subsidizing cost of AP tests.		$0.00
2	4	1	Eagle Pins and PBIS Swag		$200.00
2	4	3			$0.00
2	5	1	Decorations		$500.00
4	1	1	Bilingual Dictionaries		$250.00
5	1	1	Professional Development		$2,400.00
5	2	1			$0.00
5	2	2			$0.00
5	3	1			$0.00
5	3	2			$0.00
				Sub-Total	$73,050.00
			244 - Carl Perkins		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	1			$2,000.00
				Sub-Total	$2,000.00
			255 - Title II		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2			$10,000.00
				Sub-Total	$10,000.00
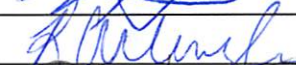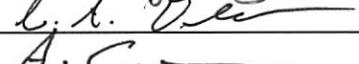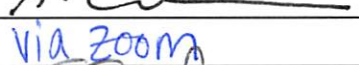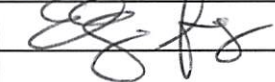
263 - Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Consultant Fees		$2,500.00
2	1	1	Consultant Fees		$2,500.00
4	1	1			$2,500.00
5	1	1			$2,500.00
				Sub-Total	$10,000.00
				Grand Total	$139,350.00

Addendums

2020-2021 Site Based Decision Making Team

Meeting Date: June 3rd, 2020

9:00 A.M.

Committee Role	Name	Position	Signature
Administrator	Mark Hemphill	Building Principal	*(signature)*
Classroom Teacher	Ralph Arline	Grade Level Adminsitrator	*(signature)*
Classroom Teacher	Monica Yang	Grade Level Administrator	*(signature)*
Classroom Teacher	Cynthia Dees	Grade Level Administrator	*(signature)*
Classroom Teacher	Alicia Collins	Athletic Coordinator	*(signature)*
Classroom Teacher	Ikecia Austin	SPED Teacher	Via Zoom
Administrator	Edgar Figueroa	Assistant Principal	*(signature)*
Parent	Deronique Davis-12th Grade Parent	Community Rep.	
Parent	Starella Bolton-11thGrade Parent	Business Rep.	
Parent	Anna Smith-10th Grade Parent	Parent	
Student	Elisa Wyke	Student	
Administrator	Janna Shafer	Associate Principal	*(signature)*

Campus Improvement Plan
2020-2021 Site Based Decision Making Team
Agenda 06-03-2020
Zoom Link https://zoom.us/j/92086664465

- 9:06AM: Agenda-Hemphill
- 9:07AM: Sign In Sheet-Hemphill
- Quorum: 7 out of 12 people. Approve.
- Minutes (or recorded zoom) required and must be submitted for approval-Figueroa
- Objective-To Review Goals, Objectives for the 2020-2021 Campus Improvement Plan (CIP)
  - Hemphill reviews the purpose of CIP and impact in our campus
    - The four goals, are imported from the District Improvement Plan-
    - The objectives and strategies are aligned with the District Plan, and are generated at the campus level.
    - The Campus improvement plan is a living document , and as a committee we have the power to make adjustments and changes throughout the school year.
  - Order of the conversation
  - Agreement: We will review all the goals and performance objectives to approve 1st. Then, we will reconvene to create the strategies.

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021.The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021.
Performance Objective 1:
By May 2021, 100% of Special Populations (to include Economically Disadvantaged, SPED, Bilingual, and LEP students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.
- High impact objective teaching/intervention
- Schedule intervention courses
- Monitor strategies and create opportunities for training
- Study Island license integration
Performance Objective 2:
By May 2021 KWHS will increase parent and family engagement by 25%.
- Parent involvement=student success
- PTO aids with the family involvement
- Creating events helps in the involvement and present
- Virtual principal's meeting with parents
- ASP College and Career meets
- Media Specialist hire (PR and marketing background)

Performance Objective 3:
90% of students will receive credit for 100% of their courses at the end of the 2020-2021 school year.
- Saturday/Boot Camp School
- Funding for food during interventions/Eagle Academy
- SST and further steps
- Being proactive from the leadership course to mold academic performance and behavior

Performance Objective 4:
KWHS will create a positive culture of student leadership and community service where 100% of students support or are participating in school wide initiatives, and activities by May 2021.
- Gifts for the recognition of students
- Lunch with…

- Field-Day recognition as rewards for no discipline referrals, perfect attendance, A-Honor Roll and AB Honor Roll
- *Leadership opportunities.

Performance Objective 5:

By May of 2021 100% of students will demonstrate an increase in intercultural awareness, by supporting or taking part in the four major cultural events held at the school.
- Integrating language into their regular day-to-day

Performance Objective 6:

100% of Teachers will participate in the development and execution of the Student Mentorship program through the Leadership classes in 2020-21 School Year.

Goal 2: By the end of the 2020-2021 school year, we will maintain the teacher retention of at least 80%.

<p align="center">**Performance Objective 1:**</p>

100% of classroom teachers will have received professional development opportunities that work toward their increased effectiveness in the classroom, by May 2021.

<p align="center">**Performance Objective 2:**</p>

100% of the KWHS staff will demonstrate a culture that exemplifies professionalism, leadership, and community, by May 2021.

- Staff parties/Lunch
- Food competitions
- Sponsorship of luncheons during Data Day
- Higher need content teacher stipend (clarification)

<p align="center">**Performance Objective 3:**</p>

100% of Administration will to provide support, timely feedback to all staff, clear communications and meaningful professional development that will instill in teachers a high degree of efficacy, by May 2021.

Goal 3: By the end of the 2020-2021 school year, ILTexas campuses will increase the percentage of College & Career ready graduates from 67.2% to 77% in 3-5 years.

Performance Objective 1:

The percentage of College & Career ready graduates will increase from 67.2% to 77% in 3-5 years
- ASP's presence with a table and interact with students

Performance Objective 2:

By May of 2021 100% of students will have accessed academic career exploration software to get experience with college and career level resources.

Performance Objective 3:

By May 2021 KWHS Leadership STEM, AV Tech, and Health Science CTE course offerings will increase their inventories of appropriate instructional materials and student resources.

Performance Objective 4:

Prepare students with communication and access to College Curriculum from 0% to at least 100% by their Senior Year.

Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021

Performance Objective 1:
The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 (Strategies)

Next Meeting- TBA

- *Using as a guide Comprehensive Needs Assessment Questions To Consider*
- *Use Check List to ensure you completed the plan is completed in its entirety*
- *Comprehensive Needs Assessment and Campus Improvement Plan deadline June 5th*
- *Federal Budget Deadline June 12th*

Next meeting will be announced. July 21st, 2020 will discuss date for next CIP meeting.