

Wichita Falls Independent School District

Wichita Falls High

2022-2023 Campus Improvement Plan



Mission Statement

The mission of WFHS is to prepare all students to become lifelong learners who are productive, responsible, and participating members of society.

Vision

The vision of WFHS is to develop learners to be resilient problem solvers equipped and excited to create and contribute to a successful future.

Value Statement

We believe in high expectations coupled with unwavering support.

We believe public education is a community endeavor.

We believe diversity of experiences and perspectives creates opportunity.

We believe education is a lifelong pursuit.

We believe everyone deserves the resources they need to be successful.

We believe a culture of safety and support is essential to learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

WFHS serves grades nine through twelve. WFHS is a School-wide Title I campus. The campus enrollment for on 20-21 TAPR is 1,286; 343 9th, 357 10th, 293 11th, and 293 12th. 58 percent (747 students) of the student population is identified as Economically Disadvantaged. 10.4 percent (134 students) of the population are identified as receiving special education services. 58.6 percent (753 students) are identified as at-risk. 52.8 percent (679 students) are Hispanic. 34.5 percent (418 students) are identified as white. 8.2 percent (105 students) are African-American. The remainder of the population are identified as Asian, Native American, Pacific Islander, or Multi Race (84 students) and 6.6% . Attendance rate per 20-21 TAPR is 97.1%. ESL 9.8 % (126 students) Students w disciplinary placements 5.0% 72 students

Demographics Strengths

- The demographic data for WFHS reflects a diverse student population.
- The campus is able to address the academic and social needs of the students through their participation in the TRS curriculum, special programs, Seidlitz/ HRS interventions, and through parent and community partnerships.
- Low dropout rate/high graduation rate
- At-Risk Support Systems
- Reduction in truancy referrals/court cases

Problem Statements Identifying Demographics Needs

Problem Statement 1: WFHS must increase its retention rate among staff especially new teachers. **Root Cause:** Teachers are leaving the profession at an unprecedented rate.

Problem Statement 2 (Prioritized): Many students not meeting "meets" grade level standard on EOC exams **Root Cause:** Many students arrive in high school a grade level or more behind.

Problem Statement 3: WFHS struggles to find parents and community members to serve on committees. **Root Cause:** Most of our parents and community members work and their jobs are not flexible. It makes many unable to serve on committees.

Student Learning

Student Learning Summary

21-22 - Overall 76 (C)

Index I Student Achievement - 78 (C)

STAAR Performance 69 (D)

CCMR 78 (C)

Graduation Rate 99.6 (A)

Index II School Progress - 76 (C)

Academic Growth 66 (D)

Relative Performance 76 (C)

Index III Closing the Gaps - 70 (C)

* indicates increase or decrease from 18-19 SY

Student Learning Strengths

Overall Strength

Graduation Rate - 99.6 (A)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus must focus on supporting and developing instructional strategies and supports to meet both the academic and social/emotional needs of all students. **Root Cause:** Our students require creative instructional strategies and supports to meet their needs.

Problem Statement 2: Students at WFHS did not demonstrate adequate student growth in Math. **Root Cause:** Classroom instruction lacked the necessary rigor and level of engagement to ensure grade level performance on STAAR.

Problem Statement 3 (Prioritized): Campus overall scaled score for the 2022 STAAR was 76 or a C. **Root Cause:** Classroom instruction lacked the necessary rigor and level of engagement to ensure grade level performance on STAAR.

Problem Statement 4 (Prioritized): Many students not meeting "meets" grade level standard on EOC exams **Root Cause:** Many students arrive in high school a grade level or more behind.

Problem Statement 5: 17 out of 19 student groups did not meet Domain 3 targets (% set at "Meets" standard or above) in Academic Achievement in ELAR and Math. **Root Cause:** Classroom instruction lacked the necessary rigor and levels of engagement to ensure meets grade level performance on STAAR.

Problem Statement 6: 9 of 12 reported student groups did not meet student success status target. **Root Cause:** Classroom instruction lacked engagement to ensure meets grade level performance on STAAR.

Problem Statement 7: 0 out of 8 reported student groups met adequate growth score targets in math. **Root Cause:** Classroom instruction lacked the necessary rigor and levels of engagement to ensure "meets" grade level performance on STAAR.

Problem Statement 8: Curriculum, Instruction, & Assessment are not currently aligned by all teachers. **Root Cause:** Some teachers lack the technical (science) and style (art) of teaching skill to fully integrate C & I & A.

School Processes & Programs

School Processes & Programs Summary

The campus seeks to employ highly qualified teachers. A strong PLC program coupled with intensive mentoring of new staff characterize the campus. Ongoing professional development is a requirement for all staff.

Unit assessments and other formative assessments are in place to monitor student progress.

Teachers have access to the TEKS Resource System as the district curriculum and campus administrators have attended the state training.

A strong administrative team, campus instructional leaders, Regions 9 staff, and district administrators work to support academic success for all students. The site-based team works to develop and monitor plans for the campus throughout the school year.

Emphasis is placed on operating within a structure and context which increases student performance and ensures that they are prepared to compete globally post-graduation. The campus structure is based on meeting needs of students and creating a welcoming and secure environment where parents can become equal partners in this process.

Campus recommended 4 curriculum instructional leaders for the 19-20 SY. This position was carried forward to the 20-21 and remains for the 22-23SY. These positions were filled by teachers who are afforded a stipend to support curriculum and instruction on the campus.

School Processes & Programs Strengths

Systemic monitoring of implemented programs and strategies allow the campus to adjust quickly in response to changes or challenges.

Professional Learning Communities

Site Base Decision Making Process

Comprehensive Needs Assessment process and

Campus Improvement Plans

Data dis-aggregation meetings

After school clubs and activities that allow student engagement

Seidlitz training

HRS training and successful implementation

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 2 out of 8 student groups did not meet CCMR targets **Root Cause:** The campus needs improved tracking systems to ensure that all students were provided needed support in establishing college, career and military readiness.

Problem Statement 2: 17 out of 19 student groups did not meet Domain 3 targets (% set at "Meets" standard or above) in Academic Achievement in ELAR and Math. **Root Cause:** Classroom instruction lacked the necessary rigor and levels of engagement to ensure meets grade level performance on STAAR.

Problem Statement 3: 9 of 12 reported student groups did not meet student success status target. **Root Cause:** Classroom instruction lacked engagement to ensure meets grade level

performance on STAAR.

Problem Statement 4: 0 out of 8 reported student groups met adequate growth score targets in math. **Root Cause:** Classroom instruction lacked the necessary rigor and levels of engagement to ensure "meets" grade level performance on STAAR.

Problem Statement 5: Curriculum, Instruction, & Assessment are not currently aligned by all teachers. **Root Cause:** Some teachers lack the technical (science) and style (art) of teaching skill to fully integrate C & I & A.

Problem Statement 6 (Prioritized): Many students not meeting "meets" grade level standard on EOC exams **Root Cause:** Many students arrive in high school a grade level or more behind.

Problem Statement 7 (Prioritized): The campus must focus on supporting and developing instructional strategies and supports to meet both the academic and social/emotional needs of all students. **Root Cause:** Our students require creative instructional strategies and supports to meet their needs.

Problem Statement 8: In Fall of 2021 Gallup survey results indicated 31% of the students are disengaged (down from 39% in 2019). **Root Cause:** WFHS staff must improve communications regarding opportunities during high school and post secondary options.

Problem Statement 9: In Fall of 2021 Gallup survey, 29% of students indicated they were discouraged (up from 23% in 2019). **Root Cause:** Campus must create focus on rapport building with ALL students. Pandemic also contributed to some of the feelings of discouragement.

Problem Statement 12: WFHS must increase its retention rate among staff especially new teachers. **Root Cause:** Teachers are leaving the profession at an unprecedented rate.

Problem Statement 13: WFHS struggles to find parents and community members to serve on committees. **Root Cause:** Most of our parents and community members work and their jobs are not flexible. It makes many unable to serve on committees.

Problem Statement 14: Students at WFHS did not demonstrate adequate student growth in Math. **Root Cause:** Classroom instruction lacked the necessary rigor and level of engagement to ensure grade level performance on STAAR.

Problem Statement 15 (Prioritized): Campus overall scaled score for the 2022 STAAR was 76 or a C. **Root Cause:** Classroom instruction lacked the necessary rigor and level of engagement to ensure grade level performance on STAAR.

Perceptions

Perceptions Summary

The attendance rate for the 2019-2020 (always one year behind) school year was 97.1% per 20-21 TAPR.

The range of Career and Technology opportunities were expanded to include additional certifications. The opportunity to earn college credit via Dual enrollment and Advanced Placement course work are offered to junior and senior students.

The campus underwent extensive HRS training during the 2019-2020 SY. Campus will attempt Level 1 certification during the 22-23SY (COVID restricted progress for 20-21 & 21-22SY).

Perceptions Strengths

Students enjoy a variety of extracurricular and co-curricular activities. The campus has implemented effective discipline management systems to support a nurturing learning environment.

Focus on preparation for college and career is prevalent on the campus. Students are provided the opportunity to participate in career and technology courses on the WFHS and CEC campuses.

Additionally, students participate in dual and concurrent college courses offered through Vernon College. Enrollment in dual credit classes has continued to increase this year.

The campus has been training in Marzano's High Reliability Schools since the 19-20SY which has provided data on the campus climate. Changes were addressed and implemented to correct "concern areas" as identified by parents, teachers, and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In Fall of 2021 Gallup survey results indicated 31% of the students are disengaged (down from 39% in 2019). **Root Cause:** WFHS staff must improve communications regarding opportunities during high school and post secondary options.

Problem Statement 2: In Fall of 2021 Gallup survey, 29% of students indicated they were discouraged (up from 23% in 2019). **Root Cause:** Campus must create focus on rapport building with ALL students. Pandemic also contributed to some of the feelings of discouragement.

Problem Statement 3: WFHS struggles to find parents and community members to serve on committees. **Root Cause:** Most of our parents and community members work and their jobs are not flexible. It makes many unable to serve on committees.

Priority Problem Statements

Problem Statement 2: The campus must focus on supporting and developing instructional strategies and supports to meet both the academic and social/emotional needs of all students.

Root Cause 2: Our students require creative instructional strategies and supports to meet their needs.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 1: Many students not meeting "meets" grade level standard on EOC exams

Root Cause 1: Many students arrive in high school a grade level or more behind.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Campus overall scaled score for the 2022 STAAR was 76 or a C.

Root Cause 3: Classroom instruction lacked the necessary rigor and level of engagement to ensure grade level performance on STAAR.

Problem Statement 3 Areas: Student Learning - School Processes & Programs





Goals

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Increase the average years of experience of the WFHS teaching staff by 5% from 12.1 years in 2021 to 12.7 years by 2023.

Evaluation Data Sources: 20-21 TAPR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide 100 % of new teachers and identified struggling teachers with a campus mentor</p> <p>Strategy's Expected Result/Impact: Retain highly qualified teachers</p> <p>Expected result: Routine collaboration on: best practice, district and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels, by the teacher mentored.</p> <p>Staff Responsible for Monitoring: Christy Nash</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - SCE - 199 e 21 6118 00 004 0 30 000 - \$10,000</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, the support of English Learners, AP strategies, EOC strategies, and increasing parental involvement.</p> <p>Strategy's Expected Result/Impact: Retain highly qualified teachers Increase engagement for students thus increasing student achievement</p> <p>Staff Responsible for Monitoring: Christy Nash</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - Title 1 Part A - 211 e 13 6411 00 004 0 30 000 - \$5,000, - Title 1 Part A - 211 e 13 6118 00 004 0 30 000 - \$2,000 , - Title 1 Part A - 211 e 13 6299 00 004 0 30 000 - \$1,000</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of new teachers will attend customized campus professional development designed for the new teacher. Sessions will be weekly for the first semester.</p> <p>Strategy's Expected Result/Impact: Retain highly qualified new teachers</p> <p>Staff Responsible for Monitoring: Wayne Calhoon</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus will meet all guidelines regarding the certification status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet certifications requirements. Any non-qualified staff member will follow a district developed certification plan.</p> <p>*The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Documentation will be maintained on the campus and district level.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.





Performance Objective 1: Students scoring Meets Grade Level Standard or higher in reading will increase from 43% in 2021 to 45% by 2023.

High Priority

Evaluation Data Sources: 20-21 TAPR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All 9th, 10th, 11th, and 12th grade students will be enrolled in an ELA class to support literacy development.</p> <p>Strategy's Expected Result/Impact: Increased ELA scores</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Subs/tutoring for interventions</p> <p>Strategy's Expected Result/Impact: Job descriptions, logs, time-sheets, sub rosters, and state assessment results.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - Title 1 Part A - 211 e 11 6118 67 004 0 30 000 - \$9,000, - Title 1 Part A - 211 e 11 6112 00 004 0 30 000 - \$8,000</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: EOC Boot-camps</p> <p>Strategy's Expected Result/Impact: State assessment results, student and teacher, schedules, payroll ledger, and contracts.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Buy educational technology and supplemental instructional materials blended for differentiated instruction, literacy interventions for at-risk students and students with disabilities.</p> <p>Strategy's Expected Result/Impact: State assessment results, walk-through documents, and purchase orders.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 6</p> <p>Funding Sources: Supplies/Materials - Title 1 Part A - 211 e 11 6399 00 004 0 30 000 - \$28,251, books - Title 1 Part A - 211 e 11 6329 00 004 0 30 000 - \$995, Supplemental on-line programs - SCE - \$11,000</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide Seidlitz 7 Steps by consultant training to all core teachers to promote literacy and academic vocabulary too support ELL students and others who struggle with academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Increased ELA scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Many students not meeting "meets" grade level standard on EOC exams Root Cause: Many students arrive in high school a grade level or more behind.</p>
Student Learning
<p>Problem Statement 4: Many students not meeting "meets" grade level standard on EOC exams Root Cause: Many students arrive in high school a grade level or more behind.</p>
School Processes & Programs
<p>Problem Statement 6: Many students not meeting "meets" grade level standard on EOC exams Root Cause: Many students arrive in high school a grade level or more behind.</p>





Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Students scoring Meets Grade Level Standard or higher in math will increase from 26% in 2021 to 28% by 2023.

High Priority

Evaluation Data Sources: 20-21 TAPR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All 9th, 10th, and 11th grade students will be enrolled in a math class to support numeracy development.</p> <p>Strategy's Expected Result/Impact: Increased math scores</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Subs/tutoring for interventions</p> <p>Strategy's Expected Result/Impact: Job descriptions, logs, time-sheets, sub rosters, and state assessment results.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: EOC Boot-camps</p> <p>Strategy's Expected Result/Impact: State assessment results, student and teacher, schedules, payroll ledger, and contracts.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Buy educational technology and supplemental online instructional program and materials blended for differentiated instruction, math interventions for at-risk students and students with disabilities.</p> <p>Strategy's Expected Result/Impact: State assessment results, walk-through documents, and purchase orders.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 6</p> <p>Funding Sources: - SCE - 199 e 11 6395 00 004 0 30 000 - \$7,100, - SCE - 199 e 11 6397 00 004 0 30 000 - \$2,200, - SCE - 199 e 11 6399 00 004 0 30 000 - \$4,180</p>	Formative		
	Nov	Feb	May
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Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 2: Many students not meeting "meets" grade level standard on EOC exams Root Cause: Many students arrive in high school a grade level or more behind.</p>
Student Learning
<p>Problem Statement 4: Many students not meeting "meets" grade level standard on EOC exams Root Cause: Many students arrive in high school a grade level or more behind.</p>
School Processes & Programs
<p>Problem Statement 6: Many students not meeting "meets" grade level standard on EOC exams Root Cause: Many students arrive in high school a grade level or more behind.</p>

Goal 3: Connect high school to career and college.

Performance Objective 1: The campus will increase the number of students who meet the CCMR scaled score from 78 in 2021 to 82 by 2023.

Evaluation Data Sources: 2022 Accountability Rating Overall Summary

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent Conferences with Counselors</p> <p>Strategy's Expected Result/Impact: Meeting schedules, sign-in sheets, surveys and agendas.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: College and Career Advisor</p> <p>Strategy's Expected Result/Impact: Increase in CCMR indicator</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: College Days/Visits</p> <p>Strategy's Expected Result/Impact: College Enrollment Increase</p> <p>Staff Responsible for Monitoring: College Advisor</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May





Strategy 4 Details	Formative Reviews		
Strategy 4: FAFSA Sessions Strategy's Expected Result/Impact: College enrollment increase Staff Responsible for Monitoring: College Advisor - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Connect high school to career and college.

Performance Objective 2: The campus will maintain the graduation rate score of 99-100 in 2023.

Evaluation Data Sources: 2022 Accountability Rating Overall Summary

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Transition Services for Sped Strategy's Expected Result/Impact: State Assessment Results, students' and teachers' schedule, IEPs, and graduation plans. Staff Responsible for Monitoring: Diagnostician</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Purchase effective instructional materials and education technology to increase students outcomes, expand access and successful completion of advanced coursework to improve postsecondary outcomes, including resources used for career awareness, exploration, and career planning, specifically for students at-risk or students with disabilities Strategy's Expected Result/Impact: State assessment results, walk-through documents, and purchase orders. Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Credit Recovery (PACE+) * Odysseyware program for credit recovery and accelerated instruction Strategy's Expected Result/Impact: State assessment results, contracts, teachers'/students' schedules, and payroll ledger Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - Title 1 Part A - 211 e 11 6248 00 004 0 30 000 - \$28,185</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus will monitor students who are at-risk of dropping out. Support for students who may potentially drop out will be provided through counseling, credit recovery, and accelerated instruction</p> <p>Strategy's Expected Result/Impact: The campus graduation rate will increase.</p> <p>Staff Responsible for Monitoring: Counselors Principals</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - SCE, - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p> <p>Staff Responsible for Monitoring: Admin Coaches</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: *Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 4: Improve low performing schools





Performance Objective 1: Improve campus climate by improving teacher and student input through High Reliability Schools safe and collaborative schools surveys from 1 survey in 2019-2020SY to 2 or more in 2022-2023 SY.

High Priority

Evaluation Data Sources: Teacher and student surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students and staff will receive training on Bullying Prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, and anti-violence techniques.</p> <p>*Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Strategy's Expected Result/Impact: Signature Sheets documenting completion of training.</p> <p>Staff Responsible for Monitoring: Counselors Principals</p> <p>- ESF Levels: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus and district Student Code of Conduct documents are published to students, parents, and staff at the start of each school year. The policies and guidelines therein are followed to enhance safety on the campus.</p> <p>Strategy's Expected Result/Impact: Improved school climate</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- ESF Levels: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Review, refine, and implement all policies and regulations regarding sexual abuse of children. The defined procedures are outlined in the annual WFISD Handbook distributed to all parents. District personnel whose responsibilities include counseling, referring, and reporting students and parents to proper agencies will be trained on district policy and on the availability of resources to address the sexual abuse of children.</p> <p>Strategy's Expected Result/Impact: Publication and distribution of the WFISD & WFHS Handbooks.</p> <p>Staff Responsible for Monitoring: Counselors Teachers Principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus will coordinate training for campus personnel in TBSI and HWC and submit the names of the crisis team to the Director of Special Education.</p> <p>Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, Certificates, list of team members</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students who are assigned to a DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or participated in an online alternative curriculum. The DAEP and County Detention and campus staff will communicate regularly to ensure that students needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to the home campus.</p> <p>Strategy's Expected Result/Impact: Principals</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Purchase supplemental flexible seating and furniture to encourage collaboration and extend student learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase attention and focus and seating arrangements that foster collaboration among students</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers and student will be provided with opportunities for campus input through formal and informal survey methods. This will include electronic and paper surveys, QR codes, and informal data collection through conversation.</p> <p>Strategy's Expected Result/Impact: Improve campus climate</p> <p>Staff Responsible for Monitoring: HRS Leadership Team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Teachers and students will be provided the opportunity to be recognized for acts of service, outstanding achievements, and/or "going above and beyond" for any campus member, staff or student.</p> <p>Strategy's Expected Result/Impact: Improve campus climate</p> <p>Staff Responsible for Monitoring: HRS Leadership team and Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 4: Improve low performing schools

Performance Objective 2: Increase overall scaled score on Domain III, closing the gaps, from 70 in 2022 to 75 in 2023.

High Priority

Evaluation Data Sources: 2022 Accountability Rating Overall Summary





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The SBDM will meet before the start of the school year to review data and develop the needs assessment for the campus The group will utilize data throughout the year to develop the campus improvement plan and to develop the campus budget.</p> <p>Strategy's Expected Result/Impact: Meeting notes, agendas, and sign in sheets will document SBDM meetings through out the year.</p> <p>Staff Responsible for Monitoring: Principal Site Based Team Members</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will meet in PLC groups to review common assessment data and to develop strategies to improve instruction. Substitutes will be provided to allow teachers time to plan and collaborate.</p> <p>Strategy's Expected Result/Impact: PLC agenda, meeting notes, and sign in sheets will document meetings throughout the year.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for EOC exams.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on state assessments. Roll Sheets and student schedules will document enrollment.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: English language learners are monitored. Support is provided by the ESL coordinator on campus. School day and after school tutorials are provided to support ELL students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as evidenced by classroom grades, common assessments, benchmark exams, curriculum based assessments and state assessments.</p> <p>Staff Responsible for Monitoring: ESL teacher and Principals</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Federally funded teaching positions will lower student/teacher ratio and provide more individualized instruction to support improved achievement.</p> <p>*Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as evidenced by classroom grades, common assessments, benchmark exams, curriculum based assessments and state assessments. Classroom rosters and student schedules will document class size.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title 1 Part A - 211 e 11 6119 00 004 0 30 000 - \$139,305, - Title 1 Part A - 211 e 6142 00 004 30 000 - \$25,568, - Title 1 Part A - 211 e 11 6117 00 004 0 30 000 - \$2,954</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Supplemental-funded tutors will assist teachers in providing additional support to struggling students. One-on-one tutoring, translation, and instruction support under the supervision of a highly qualified teacher will be provided to eligible students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as evidenced by classroom grades, common assessments, benchmark exams, curriculum based assessments and state assessments. Aides and tutors will maintain and submit a weekly report detailing services provided and students served.</p> <p>Staff Responsible for Monitoring: Principals Department Heads</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students will be evaluated and provided services in special programs to include the Dyslexia Treatment Program, Pregnancy Related Services, Credit Recovery Programs and the Gifted and Talented Program.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as evidenced by classroom grades, common assessments, benchmark exams, curriculum based assessments and state assessments. Completion of graduation requirements.</p> <p>Staff Responsible for Monitoring: Counselors Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. Parentlink will be used to enhance communication with parents.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate across the campus.</p> <p>Staff Responsible for Monitoring: Counselors Campus Truancy Clerk District Truancy Office Staff Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Special Education Inclusion teachers and instructional aides will implement X logs forms technology to monitor services provided to students. Weekly minutes, accommodations and detailed notes regarding student progress will be uploaded into a central data base to insure accountability and to foster improvement in services.</p> <p>Strategy's Expected Result/Impact: Student achievement as indicated on EOC exams and six weeks grades will improve.</p> <p>Staff Responsible for Monitoring: Special Education Teachers Paras Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May





Strategy 10 Details	Formative Reviews		
<p>Strategy 10: SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support At-Risk learners.</p> <p>Strategy's Expected Result/Impact: Financial transactions will be recorded in Skyward.</p> <p>Staff Responsible for Monitoring: Teachers Counselors Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Information for parents will be published in their home language.</p> <p>Strategy's Expected Result/Impact: Copies of publications will be maintained on the campus.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: An annual Title meeting will be held to inform families about title programs, supplemental funding, and parental involvement opportunities on the campus.</p> <p>Strategy's Expected Result/Impact: Meeting notes, agendas, and sign in sheets</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Meetings are held to assist parents of ELL students. Information is presented to enhance student success.</p> <p>Strategy's Expected Result/Impact: Meeting notes, agendas, and sign in sheets</p> <p>Staff Responsible for Monitoring: Principals ESL Instructor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title 1 Part A - 211 e 61 6399 00 004 30 215 - \$1,222, - Title 1 Part A - 211 e 61 6499 00 004 0 30 215 - \$1,000, - Title 1 Part A - 211 e 61 6299 00 004 0 30 000 - \$500</p>	Formative		
	Nov	Feb	May
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: *The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 4: Improve low performing schools

Performance Objective 3: Students scoring Meets Grade Level Standard or higher in science will increase from 45% in 2022 to 50% by 2023.

Evaluation Data Sources: 2022 Accountability Rating Overall Summary

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Subs/tutoring for interventions Strategy's Expected Result/Impact: Job descriptions, logs, time-sheets, sub rosters, and state assessment results. Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: EOC Boot-camps Strategy's Expected Result/Impact: State assessment results, student and teacher, schedules, payroll ledger, and contracts. Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Buy educational technology and supplemental instructional materials blended for differentiated instruction, and interventions for at-risk students and students with disabilities. Strategy's Expected Result/Impact: State assessment results, walk-through documents, and purchase orders. Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - Title 1 Part A - 211 e 11 6395 00 004 0 30 000 - \$35,687, - Title 1 Part A - 211 e 11 6397 00 004 0 30 000 - \$100</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: Improve low performing schools

Performance Objective 4: Students scoring Meets Grade Level Standard or higher in history will increase from 62% in 2022 to 65% by 2023.

High Priority

Evaluation Data Sources: 2022 STAAR Performance Data Table

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Subs/tutoring for interventions Strategy's Expected Result/Impact: Job descriptions, logs, time-sheets, sub rosters, and state assessment results. Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: EOC Boot-camps Strategy's Expected Result/Impact: State assessment results, student and teacher, schedules, payroll ledger, and contracts. Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - Title 1 Part A - 211 e 11 6339 00 004 0 30 000 - \$1,000</p>	Formative		
	Nov	Feb	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Buy educational technology and supplemental instructional materials blended for differentiated instruction, history interventions for at-risk students and students with disabilities.</p> <p>Strategy's Expected Result/Impact: State assessment results, walk-through documents, and purchase orders.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 4: Improve low performing schools

Performance Objective 5: Increase overall scaled score on Domain II, student progress, from 76 in 2022 to 82 in 2023.

High Priority

Evaluation Data Sources: 2022 Accountability Rating Overall Summary

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide Seidlitz 7 Steps by consultant training to all core teachers to promote literacy and academic vocabulary too support ELL students and others who struggle with academic vocabulary.</p> <p>Strategy's Expected Result/Impact: State assessment results and walk-through documents.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - Title 1 Part A - 211 e 11 6297 00 004 0 30 000 - \$1,200</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Improve low performing schools





Performance Objective 6: Increase overall campus scale score from 76 in 2022 to 81 in 2023.

High Priority

Evaluation Data Sources: 2022 Accountability Rating Overall Summary

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus leaders will schedule and attend weekly admin PLC meetings. Strategy's Expected Result/Impact: Increase campus administration accountability Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Expectations for lesson plans and formative assessments will be communicated and a schedule for submission and feedback will be established. Strategy's Expected Result/Impact: Increased classroom rigor and accountability Staff Responsible for Monitoring: Campus admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: TEKS aligned unit assessments will be administered and resulting data will be used to inform instruction and intervention planning.</p> <p>Strategy's Expected Result/Impact: Increase in effective instruction by disaggregating data and using that data to better inform instruction</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus leaders will monitor lesson plans to ensure that use of assessments are reflected. Teachers will receive timely lesson plan feedback.</p> <p>Strategy's Expected Result/Impact: Support curriculum planning and ensure rigorous lessons</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Campus Leaders will conduct weekly classroom walkthrough visits to ensure the integrity of implementation of lesson plans and formative assessments. Campus Leaders will provide informal or formal feedback in a timely manner following visits.</p> <p>Strategy's Expected Result/Impact: Ensure proper curriculum and inspect for application and implementation including instructional strategies that support all learners.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: A campus level mid-year review of student progress will demonstrate that lesson plans and interventions are effective. The mid-year review will also identify teacher in need of assistance.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students at the "meet" level on STAAR prep unit assessments.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Wichita Falls High

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6.87

Brief Description of SCE Services and/or Programs

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Personnel for Wichita Falls High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bates, Renae	Teacher	0.25
Blakely, Allison	Teacher	0.38
Chew, Lilan	Teacher	0.13
Evans, Garrett	Teacher	0.13
Ford, Deborah	CIL-Math	0.25
Ganett, Jeremy	Teacher	0.13
Golding, Joseph	Teacher	0.25
Honkomp, Christian	Teacher	0.13
Hughes, Seth	Aide	0.9
Innish, Terrence	Teacher	0.25
Lang, Anita	Teacher	0.13
Melgoza-Person, Lorrain	Teacher	0.13
Nimetz, Ryan	Teacher	0.25
Prince, Cherese	Teacher	0.5
Tucker, Jason	Teacher	0.25
Vacant	Aide	0.9
Vacant	Aide	0.9
Wagoner, Dominique	Teacher	0.38
West, Quana	Teacher	0.25

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Whitehead, Daniel	Teacher	0.38

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anita Lang	CIL-Science	School Wide	.13
Edwards, Cindy	CIL-ENG	School Wide	.13
Evans, Garrett	Teacher	School Wide	.25
Ford, Debby	CIL-Math	School Wide	.13
Gantt, Jeremy	Teacher	School Wide	.38
Golding, Joseph	Teacher	School Wide	.38
Gonzales, Deborah	CIL-SS	School Wide	.13
Lang, Anita	Teacher	School Wide	.13
Melgoza-Person, Lorrain	Teacher	School Wide	.75

Addendums

Account Level		2021-22	2021-22	November 2021-22	2021-22	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
199	General Operating						
E	Expense						
6100	Payroll Costs						
199 E 11 6117 00 004 0 30 000	Stipends	5,220.75	5,220.75	420.07	1,260.38	0.00	3,960.37
199 E 21 6118 00 004 0 30 000	Extra Duty Pay Profession/00/X	7,640.00	7,640.00	0.00	0.00	0.00	7,640.00
199 E 11 6119 00 004 0 30 000	Sal/wages-teachers	242,085.92	242,085.92	25,863.41	78,023.73	0.00	164,062.19
199 E 31 6119 00 004 0 30 469	Salary Professional	0.00	0.00	5,209.04	20,836.16	0.00	-20,836.16
199 E 11 6129 00 004 0 30 000	Sal/wages-support	48,460.39	48,460.39	4,350.40	13,051.27	0.00	35,409.12
199 E -- 61-- -- -- -- --		303,407.06	303,407.06	35,842.92	113,171.54	0.00	190,235.52
6300	Supplies						
199 E 11 6399 00 004 0 30 000	Supplies	22,240.00	22,240.00	0.00	0.00	0.00	22,240.00
199 E -- 63-- -- -- -- --		22,240.00	22,240.00	0.00	0.00	0.00	22,240.00
199 E -- -- -- -- --		325,647.06	325,647.06	35,842.92	113,171.54	0.00	212,475.52
199 - -- -- -- --		-325,647.06	-325,647.06	-35,842.92	-113,171.54	0.00	-212,475.52
Grand Expense Totals		325,647.06	325,647.06	35,842.92	113,171.54	0.00	212,475.52

Number of Accounts: 6

***** End of report *****

Account Level		2021-22	2021-22	November 2021-22	2021-22	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
211	ESEA Title I Part A						
E	Expense						
6100	Payroll Costs						
211 E 11 6112 00 004 2 30 000		5,000.00	5,000.00	0.00	0.00	0.00	5,000.00
211 E 11 6117 00 004 2 30 000		0.00	0.00	252.02	756.06	0.00	-756.06
211 E 11 6118 00 004 2 30 000	Extra Duty Pay Profession	3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
211 E 13 6118 00 004 2 30 000	Extra Duty Pay Profession/00/X	3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
211 E 11 6118 67 004 2 30 000		5,000.00	5,000.00	391.75	391.75	0.00	4,608.25
211 E 11 6119 00 004 2 30 000		154,069.00	165,109.00	11,389.28	33,141.21	0.00	131,967.79
211 E -- 61-- -- -- -- --		170,069.00	181,109.00	12,033.05	34,289.02	0.00	146,819.98
6200	Contracted Svc						
211 E 13 6239 00 004 2 30 000	Svcs From Regional Esc/00/X	2,000.00	2,000.00	0.00	0.00	0.00	2,000.00
211 E 11 6248 00 004 2 30 000		27,400.00	27,736.84	500.00	27,736.84	0.00	0.00
211 E 34 6294 67 004 2 30 000	Misc Contract Svc	2,000.00	2,000.00	0.00	0.00	0.00	2,000.00
211 E 11 6297 00 004 2 30 000		1,000.00	663.16	0.00	0.00	0.00	663.16
211 E 13 6299 00 004 2 30 000	Other Contracted Services/00/X	2,000.00	2,000.00	0.00	0.00	0.00	2,000.00
211 E 61 6299 00 004 2 30 215	Other Contract Serv/00/Parent	1,486.00	1,486.00	0.00	0.00	0.00	1,486.00
211 E -- 62-- -- -- -- --		35,886.00	35,886.00	500.00	27,736.84	0.00	8,149.16
6300	Supplies						
211 E 11 6395 00 004 2 30 000		10,000.00	10,000.00	0.00	0.00	0.00	10,000.00
211 E 11 6399 00 004 2 30 000	Supplies & Materials/00/X	35,017.00	23,977.00	0.00	0.00	0.00	23,977.00
211 E 61 6399 00 004 2 30 215	Supplies & Materials/00/Parent	1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
211 E -- 63-- -- -- -- --		46,017.00	34,977.00	0.00	0.00	0.00	34,977.00
6400	Other Op Costs						
211 E 13 6411 00 004 2 30 000	Travel - Staff/00/X	3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
211 E 61 6499 00 004 2 30 215	Other Misc Oper Exp/00/Parent	1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
211 E -- 64-- -- -- -- --		4,000.00	4,000.00	0.00	0.00	0.00	4,000.00
211 E -- -- -- -- --		255,972.00	255,972.00	12,533.05	62,025.86	0.00	193,946.14
211 - -- -- -- --		-255,972.00	-255,972.00	-12,533.05	-62,025.86	0.00	-193,946.14
Grand Expense Totals		255,972.00	255,972.00	12,533.05	62,025.86	0.00	193,946.14

FND	T	FC	OBJ	SO	ORG	F	PI	Account Level	2021-22	2021-22	November	2021-22	2021-22	Encumbered	Unencumbered
								Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	

Number of Accounts: 17

***** End of report *****