International Leadership of Texas

Katy Westpark High

2023-2024 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 800 students, for the 2023-2024 school year.

KWHS , serving students from various academic backgrounds that include public school, home school, private school, and other charter schools. In 2022-2023, a 750 strong, diverse student population was comprised of 54% Hispanic, 5% White, 35% Black, 4% Asian, and 2% other. Further breakdown shows 64% on free or reduced lunch, 3% Gifted and Talented. KWHS employs a dedicated, highly qualified staff of 37 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.

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 65 and 84% 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

2023 Spring STAAR/EOC Data

Algebra I 73% Approaches

Biology-87% Approaches

English I-65% Approaches

English II-83% Approaches

U.S History-96% Approaches

Students consistently score high in Biology and US History assessment.

Increase number of students taking AP classes between 2022-23 and upcoming 2023-2024 school year.

Growth of invovment in SAT Prep courses.

Problem Statements Identifying Student Learning Needs

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Problem Statement 2 (Prioritized): Leadership Classes are in the beginning stages for development of students and their success in terms of an aligned curriculum and resources. Development and implementation of an active mentoring program is needed. **Root Cause:** The new student leadership program rolled out last year and teachers are being trained on the new process.

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. For the 23-24 school year, only about 6 staff members resigned. 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 Resources System, YAG, District generated lesson plans, provide guidance in planning. Utilization of Lead4ward and effective data analysis inform strategic planning as well.

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

Administrative - Building Principal works closely with Associate Principal (AP) and Assistant Principal in campus oversite, accountability, planning, and execution of High School Program. 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. Planning 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

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Problem Statement 3 (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 embeded 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.

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Priority Problem Statements

Problem Statement 1: Leadership Classes are in the beginning stages for development of students and their success in terms of an aligned curriculum and resources. Development and implementation of an active mentoring program is needed.

Root Cause 1: The new student leadership program rolled out last year and teachers are being trained on the new process.

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

Problem Statement 2: KWHS would benefit by increasing community involvment. PTO suffers from low participation and purpose/direction.

Root Cause 2: 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 Areas: School Processes & Programs - Perceptions

Problem Statement 3: Most Recent Data on STAAR/EOC English I and II show 65 and 84% 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.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: June 14, 2023

Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 1: By May 2024, 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.

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:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **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:** 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **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:** 2.5, 2.6 **Problem Statements:** Student Learning 2 - School Processes & Programs 2 - Perceptions 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:** 2.4, 2.5 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **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
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Perceptions
Problem Statement 2: Leadership Classes are in the beginning stages for development of students and their success in terms of an aligned curriculum and resources. Development and implementation of an active mentoring program is needed. **Root Cause**: The new student leadership program rolled out last year and teachers are being trained on the new process.

Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 2: By May 2024 KWHS will increase parent and family engagement by 25%.

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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased activities and involvement from KWHS families **Staff Responsible for Monitoring:** Principal and AP **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 3 - Perceptions 1				

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:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 3 - 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:** 4.2 **Problem Statements:** School Processes & Programs 3 - 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 3: 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
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Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 3: 90% of students will receive credit for 100% of their courses at the end of the 2023-2024 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 resources 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 by the end of 2023-24 school year.

> **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: 2.5				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1				
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: 2.5, 2.6				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1				
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**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Decreased Failure Rates **Staff Responsible for Monitoring:** GLAs, AP, Principal, **Title I:** 2.5 **Problem Statements:** Student Learning 2 - School Processes & Programs 2 - Perceptions 2 **Funding Sources:** - 211 - Title 1-A					

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:** 2.5, 2.6 **Problem Statements:** Student Learning 2 - School Processes & Programs 2 - Perceptions 2 **Funding Sources:** - 211 - Title 1-A					

Strategy 5 Details		Reviews			
Strategy 5: 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:** 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1					

Strategy 6 Details	Reviews			
Strategy 6: Title funds will be utilized to cover the cost of two AP exams per student, to incentivize and attract students to take AP courses and exams. This will help eliminate educational barriers and promote access to postsecondary education.	**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:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Subsidizing cost of AP tests. - 211 - Title 1-A				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

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Perceptions
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Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

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 2024.

> **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: During the 23-24 School Year. 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:** 2.5 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Eagle Pins and PBIS Swag - 211 - Title 1-A - $200				

Strategy 2 Details	Reviews			
Strategy 2: 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:** 2.4, 2.5 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

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 65 and 84% 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 65 and 84% 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 1: Most Recent Data on STAAR/EOC English I and II show 65 and 84% 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: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 5: KWHS will utilize Title Funds to facilitate student registration of AP Exams by the end of the 2023-24 School Year.

    Evaluation Data Sources: AP Test Registration Rosters

Strategy 1 Details		Reviews			

Strategy 1: KWHS will ensure that AP exam registration is increased by administration monitoring the rate of registration with the number of students enrolled in the course.
    Strategy's Expected Result/Impact: Increased registration for Spring May 2024 College Board AP tests
    Staff Responsible for Monitoring: AP over testing and Advanced Academics
 	
    Title I:
2.4, 2.5
    Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1
		Formative			**Summative**

		Nov	**Jan**	**May**	**June**

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 65 and 84% 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 65 and 84% 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 1: Most Recent Data on STAAR/EOC English I and II show 65 and 84% 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: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 6: By the end of the 23-24 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% 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.

    Evaluation Data Sources: Rhithm Insight reports and assessments compared to 2021-2022 data.

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm
   Staff Responsible for Monitoring: Principal, APs, Counselors
 	
   Title I:
 2.5
 Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1				

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

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 65 and 84% 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 65 and 84% 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 1: Most Recent Data on STAAR/EOC English I and II show 65 and 84% 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: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

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 2023-24 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 and addressing the social emotional health of our students.
 	
    Strategy's Expected Result/Impact: Student Achievement and Well being
    Staff Responsible for Monitoring: Building administrators, and grade level administrators
 	
    Title I:
2.4, 2.5
    Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 2
	Formative			**Summative**

	Nov	**Jan**	**May**	**June**

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Leadership Classes are in the beginning stages for development of students and their success in terms of an aligned curriculum and resources. Development and implementation of an active mentoring program is needed.   **Root Cause**: The new student leadership program rolled out last year and teachers are being trained on the new process.

School Processes & Programs
Problem Statement 2: Leadership Classes are in the beginning stages for development of students and their success in terms of an aligned curriculum and resources. Development and implementation of an active mentoring program is needed.   **Root Cause**: The new student leadership program rolled out last year and teachers are being trained on the new process.

Perceptions
Problem Statement 2: Leadership Classes are in the beginning stages for development of students and their success in terms of an aligned curriculum and resources. Development and implementation of an active mentoring program is needed.   **Root Cause**: The new student leadership program rolled out last year and teachers are being trained on the new process.

Goal 3: By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous 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 2023-24 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**
Strategy's Expected Result/Impact: Student Achievement **Staff Responsible for Monitoring:** Building Principal Associate Principal Grade Level Administrators **Title I:** 2.5 **Problem Statements:** Student Learning 2 - School Processes & Programs 2 - Perceptions 2					
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Leadership Classes are in the beginning stages for development of students and their success in terms of an aligned curriculum and resources. Development and implementation of an active mentoring program is needed.   **Root Cause**: The new student leadership program rolled out last year and teachers are being trained on the new process.

School Processes & Programs
Problem Statement 2: Leadership Classes are in the beginning stages for development of students and their success in terms of an aligned curriculum and resources. Development and implementation of an active mentoring program is needed.   **Root Cause**: The new student leadership program rolled out last year and teachers are being trained on the new process.

Perceptions
Problem Statement 2: Leadership Classes are in the beginning stages for development of students and their success in terms of an aligned curriculum and resources. Development and implementation of an active mentoring program is needed.   **Root Cause**: The new student leadership program rolled out last year and teachers are being trained on the new process.

Goal 3: By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

Performance Objective 2: 100% of classroom teachers will have received professional development opportunities that work toward their increased effectiveness in the classroom, by May 2024.

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

Strategy 1 Details		Reviews			
Strategy 1: Recruit and retain effective teachers in high need areas with math and science receiving stipends		**Formative**			**Summative**
Strategy's Expected Result/Impact: 80%+ retention rate		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: CFO, HR, Principal **Title I:** 2.5 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1					

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Most Recent Data on STAAR/EOC English I and II show 65 and 84% 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 65 and 84% 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 1: Most Recent Data on STAAR/EOC English I and II show 65 and 84% 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 3: By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

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 2024. 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**
Strategy's Expected Result/Impact: Clear Communication **Staff Responsible for Monitoring:** Building Principal, Associate Principal, and Assistant Principal **Title I:** 2.5 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	**Nov**	**Jan**	**May**	**June**

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 65 and 84% 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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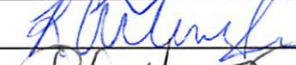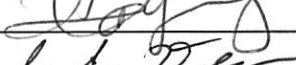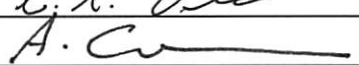| School Processes & Programs |
|---|
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Campus Funding Summary
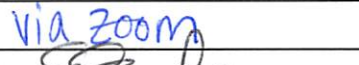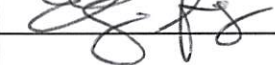
420 - State					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$10,000.00
				Sub-Total	$10,000.00
211 - Title 1-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	NA		$0.00
1	1	3			$5,000.00
1	1	4			$20,000.00
1	2	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	6	Subsidizing cost of AP tests.		$0.00
1	4	1	Eagle Pins and PBIS Swag		$200.00
				Sub-Total	$32,700.00
263 - Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Consultant Fees		$2,500.00
				Sub-Total	$2,500.00

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	*(signed)*
Classroom Teacher	Ralph Arline	Grade Level Adminsitrator	*(signed)*
Classroom Teacher	Monica Yang	Grade Level Administrator	*(signed)*
Classroom Teacher	Cynthia Dees	Grade Level Administrator	*(signed)*
Classroom Teacher	Alicia Collins	Athletic Coordinator	*(signed)*
Classroom Teacher	Ikecia Austin	SPED Teacher	Via Zoom
Administrator	Edgar Figueroa	Assistant Principal	*(signed)*
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	*(signed)*

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)
  - o 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.
  - o Order of the conversation
  - o 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%.

Performance Objective 1:

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

Performance Objective 2:

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)

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 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.