

# Wichita Falls Independent School District

## Wichita Falls High

### 2023-2024 Campus Improvement Plan

Accountability Rating: C



# 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

Revised/Approved: September 15, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

Administration needs to be visible in classrooms coaching teachers in order to improve instructional growth to increase student learning outcomes.

Campus overall scaled score for the 2022 STAAR was 70 or a C. Classroom instruction lacked the necessary rigor and level of engagement to ensure grade level performance on STAAR due to the lack of applicants that applied for the positions and inability to hire highly qualified teachers. 50% of all Algebra 1 testers not meeting "approaches" grade level standard on EOC exams Many students arrive in high school a grade level or more behind. We are working to close the gaps. 42% of all English I and II testers not meeting "approaches" grade level standard on EOC exams Many students arrive in high school a grade level or more behind. We are working to close the gaps.

# Demographics

## Demographics Summary

WFHS serves grades nine through twelve. WFHS is a School-wide Title I campus. The campus enrollment for on 23-24SY is 1,260; 9th 337, 10th 343, 11th 283, and 12th 297. 61 percent (769 students) of the student population is identified as Economically Disadvantaged. 12 percent (151 students) of the population are identified as receiving special education services. 53.5 percent (674 students) are identified as at-risk. 52.7 percent (664 students) are Hispanic. 26.3 percent (331 students) are identified as white. 12.8 percent (161 students) are African-American. The remainder of the population are identified as Asian, Native American, Pacific Islander, or Multi Race (103 students) and 8.2% . Attendance rate per 20-21 TAPR is 93.6%. ESL 21.8 % (275 students) Students w disciplinary placements 1.7% 22 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 because unmotivated students are causing discipline problems, lack of parental and district support, low pay, school shootings and increasing responsibilities required of teachers.

**Problem Statement 2 (Prioritized):** 50% of all Algebra 1 testers not meeting "approaches" grade level standard on EOC exams **Root Cause:** Many students arrive in high school a grade level or more behind. We are working to close the gaps.

**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 , have inflexible work hours and other responsibilities. This makes many unable to serve on committees.

**Problem Statement 4:** 42% of all English I and II testers not meeting "approaches" grade level standard on EOC exams **Root Cause:** Many students arrive in high school a grade level or more behind. We are working to close the gaps.

# Student Learning

## Student Learning Summary

22-23 - Overall 70 (C)

Index I Student Achievement - 72 (C)

STAAR Performance 71 (C)

CCMR 67 (D)

Graduation Rate 96 (A)

Index II School Progress - 74 (C)

Academic Growth 67 (D)

Relative Performance 71 (C)

Index III Closing the Gaps -

## Student Learning Strengths

Overall Strength

Graduation Rate - 99.6 (A)

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Campus overall scaled score for the 2022 STAAR was 70 or a C. **Root Cause:** Classroom instruction lacked the necessary rigor and level of engagement to ensure grade level performance on STAAR due to the lack of applicants that applied for the positions and inability to hire highly qualified teachers.

**Problem Statement 2 (Prioritized):** 50% of all Algebra 1 testers not meeting "approaches" grade level standard on EOC exams **Root Cause:** Many students arrive in high school a grade level or more behind. We are working to close the gaps.

**Problem Statement 3:** 42% of all English I and II testers not meeting "approaches" grade level standard on EOC exams **Root Cause:** Many students arrive in high school a grade

level or more behind. We are working to close the gaps.

# School Processes & Programs

## School Processes & Programs Summary

The campus seeks to employ highly qualified teachers. We implemented a common PLC time in all core content areas and have a strong CIL leading the charge in those content areas. Ongoing professional development is a requirement for all staff and we have implemented a tutorial program after school called ICU for struggling students and students needing to meet HB 1416 requirements.

TEA Benchmarks (BOY, MOY and EOY/ EOCs) Unit assessments and formative assessments are in place to monitor student progress.

Teachers have access to the TEKS Resource System, Lowman curriculum for all core content areas and Economics and Delta Math, as curriculum resources. All teachers that use Lowman are trained.

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 and a Student Advisory Committee (SAC) was created to help students on our campus have a voice.

Emphasis is placed on operating within a structure and context which increases student performance and ensures that students 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. Administration ensured all School Board policies were implemented and enforced with fidelity improving processes, procedures and discipline across the campus.

Administration implemented E-Hallpass to track student movement on our campus. This helps to ensure student safety and students are in classes receiving instruction.

Administration recommended a new Diagnostician, a part-time Diagnostician and a Special Programs Coordinator to run all 504s, testing and at-risk meetings on our 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

Lowman training

Tier 2 and Tier 3 Intervention / HB 1416 intervention



## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** 5 out of 11 student groups did meet CCMR targets. **Root Cause:** The campus needs to continue testing students through TSI, SAT, ACT, and AP while providing support through College Prep for Math and English and certification completions support for college, career and military readiness.

**Problem Statement 2 (Prioritized):** 50% of all Algebra 1 testers not meeting "approaches" grade level standard on EOC exams **Root Cause:** Many students arrive in high school a grade level or more behind. We are working to close the gaps.

**Problem Statement 3:** 42% of all English I and II testers not meeting "approaches" grade level standard on EOC exam **Root Cause:** Many students arrive in high school a grade level or more behind. We are working to close the gaps.

**Problem Statement 4:** WFHS must increase its retention rate among staff especially new teachers. **Root Cause:** Teachers are leaving the profession at an unprecedented rate because unmotivated students are causing discipline problems, lack of parental and district support, low pay, school shootings and increasing responsibilities required of teachers.

**Problem Statement 5:** WFHS struggles to find parents and community members to serve on committees. **Root Cause:** Most of our parents and community members work , have inflexible work hours and other responsibilities. This makes many unable to serve on committees.

**Problem Statement 6 (Prioritized):** Campus overall scaled score for the 2022 STAAR was 70 or a C. **Root Cause:** Classroom instruction lacked the necessary rigor and level of engagement to ensure grade level performance on STAAR due to the lack of applicants that applied for the positions and inability to hire highly qualified teachers.

# Perceptions

## Perceptions Summary

The attendance rate for the 2021-2022 (always one year behind) school year was 93.6% per 21-22 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.

## 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:** WFHS struggles to find parents and community members to serve on committees. **Root Cause:** Most of our parents and community members work , have inflexible work hours and other responsibilities. This makes many unable to serve on committees.

# Priority Problem Statements

**Problem Statement 1:** 50% of all Algebra 1 testers not meeting "approaches" grade level standard on EOC exams

**Root Cause 1:** Many students arrive in high school a grade level or more behind. We are working to close the gaps.

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

**Problem Statement 2:** Campus overall scaled score for the 2022 STAAR was 70 or a C.

**Root Cause 2:** Classroom instruction lacked the necessary rigor and level of engagement to ensure grade level performance on STAAR due to the lack of applicants that applied for the positions and inability to hire highly qualified teachers.

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


# Goals




**Goal 1:** Retain, support and grow teachers and assistant principals in order to improve student outcomes by May 2024 at WFHS.

**Performance Objective 1:** At least 90% of current teachers at WFHS sign contracts to continue teaching at Memorial or Legacy High Schools for the 2024-2025 school year.

**High Priority**

**Evaluation Data Sources:** Contract Renewal Data from HR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide 100 % of new teachers and identified struggling teachers with a campus mentor.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain highly qualified teachers</p> <p>Expected result: Routine collaboration on: best practice, district and campus policies &amp; 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><b>Staff Responsible for Monitoring:</b> Laurie Kinne</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p> <p><b>Funding Sources:</b> - SCE - 199 e 21 6118 00 004 0 30 000 - \$10,000</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional development will be provided for all staff. It will be designed to support improved student achievement through content designed curriculum. 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><b>Strategy's Expected Result/Impact:</b> Retain highly qualified teachers            PLC meetings            ICU            ASOT, Fundamental 5, Lowman curriculum, and Delta Math            Increase engagement for students thus increasing student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Laurie Kinne</p> <p>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 100% of new teachers will attend customized campus professional development designed for the new teacher. Sessions will be monthly throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain highly qualified new teachers</p> <p><b>Staff Responsible for Monitoring:</b> Tami Davis</p> <p>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals</p> <p>-</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Documentation will be maintained on the campus and district level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals</p> <p>-</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			



No Progress



Accomplished



Continue/Modify





Discontinue



**Goal 2:** Build a foundation of literacy and numeracy in our English and Math classes in order for students to show growth, meet and master objectives on their December 2023 and May 2024 EOCs.

**Performance Objective 1:** Students scoring Meets Grade Level Standard or higher in Reading will increase from 39% in 2022 to 45% by 2024.







**High Priority**

**Evaluation Data Sources:** 21-22 TAPR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All 9th, 10th, 11th, and 12th grade students will be enrolled in an ELA class to support literacy development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ELA scores</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> ICU Tutorial Program Implemented after school for struggling students/ HB1416</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth, HB1416 requirements met for students in math and reading , increased grades on report cards, progress reports, benchmarks, EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers, CILs, Counselors, At-Risk Committee, Special Programs Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> EOC Boot-camps</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on EOCs, Increased score on campus rating, Student growth</p> <p><b>Staff Responsible for Monitoring:</b> Principals, CILs, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Buy educational technology, online curriculum, and supplemental instructional materials blended for differentiated instruction, literacy interventions for at-risk students and students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth, Increased scores on EOCs, Increase score for campus rating, more student engagement, improved instruction in the classrooms</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> *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><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>






Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> *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><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased ELA scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, CILs, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






**Goal 2:** Build a foundation of literacy and numeracy in our English and Math classes in order for students to show growth, meet and master objectives on their December 2023 and May 2024 EOCs.

**Performance Objective 2:** Students scoring Meets Grade Level Standard or higher in math will increase from 20% in 2022 to 30% by 2024.

**High Priority**

**Evaluation Data Sources:** TAPR reports, TEA EOC data

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

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, and purchase orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 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
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			






**Goal 3:** Build a connection for students between high school to college, career and military by May of 2024.






**Performance Objective 1:** The campus will increase the number of students who meet the CCMR scaled score from 45% in 2022 to 65% by 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2022 Accountability Rating Overall Summary


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



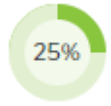
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> FAFSA Sessions</p> <p><b>Strategy's Expected Result/Impact:</b> College enrollment increase</p> <p><b>Staff Responsible for Monitoring:</b> College Advisor</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> 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 3:** Build a connection for students between high school to college, career and military by May of 2024.

**Performance Objective 2:** The campus will increase the graduation rate score of 96% in 2022 to 99% by 2024.

**Evaluation Data Sources:** 2022 Accountability Rating Overall Summary

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Transition Services for Sped  <b>Strategy's Expected Result/Impact:</b> State Assessment Results, students' and teachers' schedule, IEPs, and graduation plans.  <b>Staff Responsible for Monitoring:</b> Diagnostician</p> <p>- <b>TEA Priorities:</b>            Connect high school to career and college, Improve low-performing schools            - <b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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  <b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, and purchase orders.  <b>Staff Responsible for Monitoring:</b> Principals</p> <p>- <b>TEA Priorities:</b>            Connect high school to career and college, Improve low-performing schools            - <b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Credit Recovery (PACE+) *</b> Odysseyware program for credit recovery and accelerated instruction</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, contracts, teachers'/students' schedules, and payroll ledger</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1 Part A - 211 e 11 6248 00 004 0 30 000 - \$28,185</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> The campus graduation rate will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principals</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - SCE, - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> *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><b>Staff Responsible for Monitoring:</b> Admin Coaches</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> *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><b>Staff Responsible for Monitoring:</b> Admin</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 418 663 467">  No Progress         </div> <div data-bbox="768 418 982 467">  Accomplished         </div> <div data-bbox="1083 418 1331 467">  Continue/Modify         </div> <div data-bbox="1436 418 1629 467">  Discontinue         </div> </div>			










**Goal 4:** Improve low performing students' scores on Benchmarks throughout the 23-24 school year to illustrate student growth.






**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 2021-2022 SY to 2 or more in 2023-2024 SY.

**High Priority**

**Evaluation Data Sources:** Teacher and student surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Signature Sheets documenting completion of training.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved school climate</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Publication and distribution of the WFISD &amp; WFHS Handbooks.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Teachers Principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Agendas, Sign-in Sheets, Certificates, list of team members</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Principals</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			



Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve campus climate</p> <p><b>Staff Responsible for Monitoring:</b> HRS Leadership Team</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>- Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve campus climate</p> <p><b>Staff Responsible for Monitoring:</b> HRS Leadership team and Campus Administrators</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>- Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 4:** Improve low performing students' scores on Benchmarks throughout the 23-24 school year to illustrate student growth.



**Performance Objective 2:** Increase overall scaled score on Domain III, Closing the Gaps, from 60% in 2022 to 70% in 2024.



**High Priority**




**Evaluation Data Sources:** 2022 Accountability Rating Overall Summary

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Meeting notes, agendas, and sign in sheets will document SBDM meetings through out the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Site Based Team Members</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will meet in weekly PLC groups to review common assessment data and to develop strategies to improve instruction. Common planning periods will be provided to allow teachers time to plan and collaborate.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC agenda, meeting notes, and sign in sheets will document meetings throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principals CIL</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			










Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved student achievement on state assessments. Roll Sheets and student schedules will document enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved student achievement as evidenced by classroom grades, common assessments, benchmark exams, curriculum based assessments and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> ESL teacher and Principals</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principals CIL</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved student achievement as evidenced by classroom grades, common assessments, benchmark exams, curriculum based assessments and state assessments. Completion of graduation requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principals</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased attendance rate across the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Campus Truancy Clerk District Truancy Office Staff Principals</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> 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><b>Strategy's Expected Result/Impact:</b> Student achievement as indicated on EOC exams and six weeks grades will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teachers Paras Principals</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> 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><b>Strategy's Expected Result/Impact:</b> Financial transactions will be recorded in Skyward.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselors Principals</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Information for parents will be published in their home language.</p> <p><b>Strategy's Expected Result/Impact:</b> Copies of publications will be maintained on the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			








Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> An annual Title meeting will be held to inform families about title programs, supplemental funding, and parental involvement opportunities on the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting notes, agendas, and sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Meetings are held to assist parents of ELL students. Information is presented to enhance student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting notes, agendas, and sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principals ESL Instructor</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> *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><b>Staff Responsible for Monitoring:</b> Admin</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 4:** Improve low performing students' scores on Benchmarks throughout the 23-24 school year to illustrate student growth.

**Performance Objective 3:** Students scoring Meets Grade Level Standard or higher in Science will increase from 45% in 2022 to 55% by 2023.

**Evaluation Data Sources:** 2022 Accountability Rating Overall Summary

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Subs/tutoring for interventions  <b>Strategy's Expected Result/Impact:</b> Job descriptions, logs, time-sheets, sub rosters, and state assessment results.  <b>Staff Responsible for Monitoring:</b> Principals</p> <p>- <b>TEA Priorities:</b>            Improve low-performing schools            - <b>ESF Levers:</b>            Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> EOC Boot-camps  <b>Strategy's Expected Result/Impact:</b> State assessment results, student and teacher, schedules, payroll ledger, and contracts.  <b>Staff Responsible for Monitoring:</b> Principals</p> <p>- <b>TEA Priorities:</b>            Improve low-performing schools            - <b>ESF Levers:</b>            Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Buy educational technology and supplemental instructional materials blended for differentiated instruction, and interventions for at-risk students and students with disabilities.  <b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, and purchase orders.  <b>Staff Responsible for Monitoring:</b> Principals</p> <p>- <b>TEA Priorities:</b>            Improve low-performing schools            - <b>ESF Levers:</b>            Lever 5: Effective Instruction  <b>Funding Sources:</b> - 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			



No Progress



Accomplished



Continue/Modify



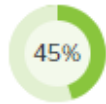
Discontinue





**Goal 4:** Improve low performing students' scores on Benchmarks throughout the 23-24 school year to illustrate student growth.

**Performance Objective 4:** Students scoring Meets Grade Level Standard or higher in History will increase from 58% in 2022 to 65% by 2023.

**High Priority**

**Evaluation Data Sources:** 2022 STAAR Performance Data Table

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

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Buy educational technology and supplemental instructional materials blended for differentiated instruction, history interventions for at-risk students and students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> State assessment results, walk-through documents, and purchase orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> 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>			

# State Compensatory

## Budget for Wichita Falls High

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.4

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>
Alexander, Clifford	Aide	0.9
Davis, Mendy	Teacher	0.125
Gravitt, Emily	Teacher	0.125
Prince, Cherese	Teacher	0.625
Woodard, Robert	Teacher	0.625

# Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		211 e 13 6411 00 004 0 30 000	\$5,000.00
1	1	2		211 e 13 6118 00 004 0 30 000	\$2,000.00
1	1	2		211 e 13 6299 00 004 0 30 000	\$1,000.00
2	1	2		211 e 11 6118 67 004 0 30 000	\$9,000.00
2	1	2		211 e 11 6112 00 004 0 30 000	\$8,000.00
2	1	4	Supplies/Materials	211 e 11 6399 00 004 0 30 000	\$28,251.00
2	1	4	books	211 e 11 6329 00 004 0 30 000	\$995.00
3	2	3		211 e 11 6248 00 004 0 30 000	\$28,185.00
3	2	4			\$0.00
4	2	5		211 e 11 6119 00 004 0 30 000	\$139,305.00
4	2	5		211 e 6142 00 004 30 000	\$25,568.00
4	2	5		211 e 11 6117 00 004 0 30 000	\$2,954.00
4	2	13		211 e 61 6399 00 004 30 215	\$1,222.00
4	2	13		211 e 61 6499 00 004 0 30 215	\$1,000.00
4	2	13		211 e 61 6299 00 004 0 30 000	\$500.00
4	3	3		211 e 11 6395 00 004 0 30 000	\$35,687.00
4	3	3		211 e 11 6397 00 004 0 30 000	\$100.00
4	4	2		211 e 11 6339 00 004 0 30 000	\$1,000.00
<b>Sub-Total</b>					\$289,767.00
<b>Budgeted Fund Source Amount</b>					\$243,893.00
<b>+/- Difference</b>					<b>-\$45,874.00</b>
<b>Grand Total Budgeted</b>					\$243,893.00
<b>Grand Total Spent</b>					\$289,767.00
<b>+/- Difference</b>					<b>-\$45,874.00</b>

# Addendums



## 2022-23 Title I Campus Budget

Wichita Falls High School Christy Nash

Estimated 2022-23 Title I Budget Allocation: **\$184,040**

Estimated Discretionary Funds: **\$59,853**

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj		
<b>Personnel:</b>									
211	11	6112	00	004	3	30	000	\$2,000	Substitutes
211	11	6118	67	004	3	30	000	\$2,000	Tutoring
211	11	6118	00	004	3	30	000	\$2,000	Teacher Extra Duty Stipend
211	13	6118	00	004	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	004	3	30	000	\$124,187	Teacher Salaries, Stipends & Benefits
211	11	6129	00	004	3	30	000		Aide Salaries, Stipends & Benefits
<b>Contracted Services:</b>									
211	13	6239	00	004	3	30	000		Region Esc Services
211	11	6248	00	004	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	004	3	30	000	\$24,000	On-line services: Oddyseyware (48 licenses)
211	11	6248	00	004	3	30	000	\$4,000	On-line services/Maint agreements
211	34	6294	67	004	3	30	000		Student busing for tutorials
211	11	6297	00	004	3	30	000		Printing
211	11	6299	00	004	3	30	000		Contracted Services - For Students
211	13	6299	00	004	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
<b>Supplies/Computers/Equipment:</b>									
211	11	6329	00	004	3	30	000		Instructional Reading materials/books
211	11	6339	00	004	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	004	3	30	000	\$15,000	Technology
211	11	6396	00	004	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	004	3	30	000		Software/Licenses
211	11	6399	00	004	3	30	000	\$7,303	Instructional classroom supplies/materials
<b>Travel:</b>									
211	13	6411	00	004	3	30	000	\$3,000	Teacher Staff Development Travel (not registration)
211	11	6412	00	004	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
<b>TOTALS</b>								<b>\$184,040</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

<b>Parent &amp; Family Engagement (PFE):</b>								<b>\$4,236</b>	
211	61	6239	00	004	3	30	215		<i>PFE Region Service Center Fees (Conference registration)</i>
211	61	6299	00	004	3	30	215		<i>PFE Contracted Services</i>
211	61	6297	00	004	3	30	215		<i>PFE Printing</i>
211	61	6399	00	004	3	30	215	\$3,000	<i>PFE Supplies</i>
211	61	6411	00	004	3	30	215		<i>PFE Travel Expenses for Conferences</i>
211	61	6499	00	004	3	30	215	\$1,236	<i>PFE Snacks</i>
<b>TOTALS</b>								<b>\$4,236</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

Non-transferrable: Encumbered										Non-transferrable: Must remain in PFE									
Principal Signature:																			
Date:																			