

**Waco Independent School District**  
**University High School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

The mission of University High School is to work as a team of students, teachers, parents, and community members who Love, Serve, and Care about our students today so they can Love, Serve, and Care as learners and leaders tomorrow.

## Vision

University High School will become an "A" rated school in the state of Texas.

## Core Beliefs

We believe that all students shall reach their full potential.

We believe that race, ethnicity, gender, or socio-economic status should not result in achievement gaps.

We believe that all students should graduate ready for college, workforce, or the military.

We believe that parent and community involvement is fundamental to student success.

We believe a high quality teacher in every classroom is critical to student success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Description of our school

#### What is our story?

UHS is an urban secondary school with grades ranging from 9th - 12th grade located in South Waco. This school does accept transfer students from other schools and districts. Student enrollment can vary, but current enrollment is 1831 students with approximately 120 professional staff members including teachers, professional support, and campus administrators, and 10 educational aides. Have an accelerated program designed for students to receive their associate degree before graduating high school and a CTE program offering many choices.

In 2013, University High School was merged with the AJ Moore Academy, a magnet high school in Waco ISD. UHS now offers 11 academies from which students can choose to earn endorsements, such as Engineering, Automotive, Fine Arts, and Information Technology, among others. UHS is also in its third year of the Accelerate Program which provides dual-credit classes to more students, with the goal of graduating students with a high school diploma and an associates degree from McLennan Community College.

UHS has a high minority population, with 75.30% of students identifying as Hispanic, 18.36% African American, 4.92% White, 1.18% Mixed, 0.19% American Indian or Alaska Native, and 0.06% Native Hawaiian or Pacific Islander. 87.11% of the student body is economically disadvantaged. While Biology and US History EOC scores have always been strong, the school has made slow gains in English I and II scores.

We are UHS, we are engaged with students, with a high rate of success with students engaged, we know from the successes of the students.

#### Stakeholders and how they are included in planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan:

The stakeholders of University High School include members of the community; students, teachers, and staff of the campus; and businesses and organizations of society. Members of the community are welcome to attend the campus monthly CDMC (Campus Decision Making Committee) meetings and campus monthly BAB (Business Advisory Board) meetings. Campus faculty and administrators attend monthly faculty meetings. Students of organizations including TAFE (Texas Association of Future Educators), NHS (National Honor Society), HOSA (Future Health Professionals), and Student Council meet regularly to discuss ways to enhance their respective programs and hence contribute to the overall CIP.

#### Do our special programs align with the needs and desires of our students, parents and community? (e.g. Gifted/Talented, CTE, SCE, Bilingual/ESL, Special Education, Title I, 504, Fine Arts, Athletics) Do they align with the philosophy and beliefs of our teachers and administrators?

Our special programs align with our students, parents, and the community. The Gifted/Talented program strives to enroll students in PRe-AP, AP, and Dual-credit courses in order to give those identified students an opportunity to excel academically. The CTE program at University High School has 8 pathways of study on-site as well as 4 off-campus pathways of study to offer students a variety of concentrations. THE SCE implementation at UHS and Waco ISD as a whole helps reduce dropout rates and gives students an opportunity to earn their diploma in an alternative setting. Many of our students are Bilingual/ESL, and the district provides many aides to assist students and teachers who fall into this category of students. Additionally, teachers receive ongoing professional development focused on helping these students succeed. UHS 504 (Rehabilitation Act of 1973) implementation is

consistent with state requirements. Students are met regularly by a committee to confirm accommodations are helping students achieve success in the classroom. Teachers are made aware of student accommodations through email and collaborative apps such as Eduphoria and Branching Minds collaborative RTI software. UHS also utilizes our Title 1 funds in accordance with state requirements to ensure students are adequately equipped with the necessary tools to succeed in the classroom. The Special Education department conducts regular ARD meetings and strives to individually provide assistance to students in need. Fine Arts and Athletics at UHS provides a safe and competitive resource for students to learn and succeed at various activities. UHS band, choir, jazz band, mariachi band, and orchestra provide staff, students and community members many opportunities to see them in action and are award-winning programs. The JROTC program at UHS has a reputation of helping produce some of the most successful community members in the Waco area. Athletics in Waco has a long history and UHS continues to provide football, volleyball, basketball, track, powerlifting, soccer, baseball, and softball. All of these programs align with the philosophy of our teachers and administrators.

**Data collected for the Campus Needs Assessment was from the spring 2022.**

**What are student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and learning?**

At the end of the 2021-2022 school year, UHS had over 2300 discipline referrals for the year. These referrals were for 558 students, which relates to most of our referrals being for repeat offenders. The majority of the referrals were from our 9th grade cohort (1552), followed by our 10th grade cohort (394). Most of the discipline referrals were for violation of student code of conduct or non-compliance issues. These referrals resulted in 456 ISS placements and 196 OSS placements. The referrals and placements affected learning by lack of classroom attendance and engagement. The students receiving referrals show to be repeat offenders. In turn, repeat behavior required ISS or OSS placement at minimum. Out of classroom placement hinders the learning process by any degree. 151 discipline referrals were for disruption. Not only did that affect the student doing the disrupting, but it affected the learning of all students around them.

**What is the student mobility rate? What support systems are in place to assist these students? Where do students go and come from?**

Within the district: WHS/Brazos, local districts: La Vega, Connally, Midway, Robinson

**What are the attendance/tardy, truancy and drop-out/retention rates? What trends are seen over the last 3-5 years? What strategies are in place to promote high attendance?**

Tardy slips, cohort meetings, Sat. School, Perfect Attendance Lunch, after-school tutorials, night school

**What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance?**

Lunch detention/ISS

**How many students do we serve by race/ethnicity? List the percentage of each group:**

African-American: 18.19% (292)

American Indian: .19% (3)

Hispanic: 75.45% (1211)

Pacific Islander: .06% (1)

2 or more races: 1.18% (19)

White: 4.92% (79)

**Enrollment noted in 2020-2021 Enrollment by grade level as of 4/2022**

9th grade: 482 9th grade: 530

10th grade: 449 10th grade: 373

11th grade: 471 11th grade: 366

12th grade: 423 12th grade: 336

Total: 1825 Total: 1605

**How does the number of males compare with females by grade level?**

(about 4% fewer males overall)

52.96% F

47.04% M

9th grade: female - 243 (49.9%) male - 244 (50.1%)

10th grade: female - 227 (50.6%) male - 222 (49.4%)

11th grade: female - 267 (56.6%) male - 205 (43.4%)

12th grade: female - 213 (50.4%) male - 210 (49.6%)

**How many graduates go on to community college? Universities? Trade schools? Work?**

Graduates enrolled in higher education = 57.4%

Graduates enlisted in military = 31.2%

**How many students graduate from high school with college credit?**

Students with dual course credit = 38.6%

**What Student Groups do we serve? List the percentage in each group: economically disadvantaged, English learner, special education, former special education,**

**continuously enrolled and non-continuously enrolled. Also include Title I, homeless, migrant, gifted and talented, and at-risk. List the percentage of other designations, such as homelessness, and discuss trends, etc.**

<b>Student Group</b>	<b>Percentage</b>
Economically Disadvantaged	88.16%
English Learner	16.20%
Special Education	8.85%
Former Special Education	0%
Continuously Enrolled	93.83%
Non-Continuously Enrolled	6.17%
Title I	100%
Homeless	1.87%
Migrant	0.25%
Gifted and Talented	13.52%
At-Risk	67.4%

**What do we know about the needs of each of the groups of students we serve, especially those who are failing or at risk of failing?**

Needs of Economically Disadvantaged, Homeless, and At-Risk students:

- Reliable transportation
- Nutritional resources
- Medical resources including behavioral health
- Basic technological literacy training
- Academic intervention including outside of regular school hours
- Goal planning
- Opportunities for career planning and assessment other than 2 and 4-year degrees
- Assistance finding financial resources for post-secondary education
- Mentor Programs
- Community and School partnerships
  - Communities in Schools
  - No Place for Hate

-Voice: social/emotional curriculum

Needs of English Learners:

-Access to parent communication in native language

-Outreach to families that may not be comfortable making inquiries

**Who are our staff members? How do their skills, training and certification align with our students' needs and demographics? Discuss the percentage of state certified (traditional certification and alternative certification methods), number years' experience, race/ethnicity, school leaders preparation and leadership capabilities. and how these differ from previous years.**

### Campus Breakdown

	2019-20	2020-21
Total Staff	147.0	147.6
Professional Staff	92.9%	92.9%
Teachers	76.1%	78.2%
Professional Support	11.9%	9.9%
Campus Admin	4.1%	4.7%
Educational Aides	7.8%	7.1%
Librarians	1.0 Count	1.0 Count
Full Time Counselors	4.0 Count	4.0 Count
Part-Time Counselors	1.0 Count	1.0 Count

### Teachers by Ethnicity & Gender

	2019-20	2020-21
African American	9.9%	13.4%
Asian	0.9%	0.9%
Hispanic	20.9%	17.9%
Two or More Races	2.2%	2.9%
White	66.6%	64.9%
Male	52.8%	52.8%
Female	47.2%	47.2%



### Teachers by Highest Degree Level

	2019-20	2020-21
No Degree	4.8%	3.8%
Bachelors	70.5%	67.2%
Masters	23.8%	32.5%
Doctorate	0.9%	0.9%

### Teachers by Years Experience

	2019-20	2020-21
Beginning Teachers	65.2%	3.6%
1-5 Years	15.8%	38.0%
6-10 Years	6.2%	20.2%
11-20 Years	4.8%	24.3%
Over 20 Years	7.9%	13.9%

### What systems are in place to support new teachers? Are they effective? What strategies and structures are in place to build capacity?

- Mentoring system in place for new teachers
- Support from instructional specialists and appraisers
- Content team
- Need more targeted PD
- Ability to build capacity has to do with TIA and ability to grow your own teachers as leaders; what are the incentives to bring more teachers in
  - Program a few years ago that the district paid for you to get your masters in admin
  - These kinds of programs that are building leaders give incentive to stay

### What support is available for teachers whose student performance is below district and/or state standards?

- Instructional specialists
- Teacher modeling
- Growth plans

- Conferencing with appraisers
- English has a lot of targeted PD for EOC
- Reference EOC for student performance

**What professional development and resources are needed? How are these needs identified?**

- Vertical Alignment
- Content based PD
- New teacher classroom management
- New teacher instructional strategies
- Technology resources for interested teachers
- District and campus personnel create professional development activities based on a campus level or district level needs assessment

**What professional development is available? In what format? How often? What follow-up support is available? What structures are in place to ensure that teachers and others implement what they learn?**

- Instructional Specialists provide PD based off of downtown PD's that they attend
- Campus and District opportunities
- Region 12
- Most campus PD is in-person. There are some other opportunities for virtual PD

**What is our community like and who are the residents? Describe the community and residents, including parents. Details might include major professions, labor markets, age, status of community (growing, declining), languages spoken, diversity, family income levels, family education levels, homeowners vs. renters, crime rates, emergency services, recreation centers, census information, etc.**

The UHS community consists of a diverse group of students and parents. This community is based in the Waco metropolitan area and includes areas of Robinson as University High School serves (general area). As a result, the most accurate statistics about this population can be collected from the City of Waco Chamber of Commerce, the Bureau of Labor Statistics, and the US Census Bureau. Waco is a growing community thanks in no small part to Baylor University and the Magnolia company attracting tourism and new residents to the area. As of February 2022, the Bureau of Labor Statistics estimates that there are 132,232 people in the civil labor force of the Waco metropolitan area with 126,856 of them being employed. This equates to an unemployment rate of 4.1%. Major labor markets include Trade, Transportation, and Utilities (18.2%), Education and Health Services (17.4%), and Government (15.8%). The biggest individual employers in the Waco area are Baylor University, Waco ISD, and healthcare providers like Ascension Providence and Baylor Scott and

White. The median income of Wacoans is just over \$40,000 and 25.3% of Wacoans live below the poverty line which is far higher than the national average of 11.4%. 82% of the population aged 25 or above have at least a high school diploma and 17.1% of the population between 25 and 65 have at least a bachelor's degree. 43.7% of Waco is white (non-Hispanic or Latino), 31.8% is Hispanic or Latino (any race), and 20.6% is Black or African American (non-Hispanic or Latino). 69.4% of residents speak only English and 22.6% speak English and another language. Crime in Waco is 42.69 per 100,000 residents. 47% of Wacoans own the homes that they live in and over 50,000 residents live with family or other non-traditional living arrangements. The City of Waco has four recreational centers listed below: Bledsoe-Miller Community Center located at 300 MLK Blvd (254) 750-8684; Dewey Park Community Center located at 925 N. 9th St (254) 750-8677; Harrison Senior Center located at 1718 N. 42nd St (254) 772-9317; Multi-Purpose Center located at 1020 Elm Avenue (254) 750-5980; South Waco Community Center located at 2815 Speight Ave (254) 750-8650; Sul Ross Senior Community Center located at 1414 Jefferson Ave.: (254) 752-6412.

All relevant statistics collected from the City of Waco Chamber of Commerce, Bureau of Labor Statistics, and the US Census Bureau listed below

### Population

- Population census for city of Waco as of April 1, 2020 is 138,486 (USCB)

### Employment

- In civil labor force, total, percent of population 16 years +, 59.9% (WCC)
- Labor civil force- 5,153
- Employment- 7,836
- Unemployment rate- 2.2% (checked with bureau of labor stats- says 4.2)
- Employment by industry (highest to lowest)
  - Trade, Transportation and Utilities- 18.2%
  - Education and Health Services- 17.4%
  - Government- 15.8%
  - Manufacturing- 12.0%
  - Leisure and Hospitality- 10.2%
  - Professional and Business Services- 10.1%
  - Mining, Lodging and Construction- 6.5%
  - Financial Activities- 6.1%
  - Other Services- 2.9%
  - Information- 0.7%

### Education

- High school graduate or higher, percent of person of 25 years+- 82.3%
- Bachelor's degree or higher, under age 65 years- 17.1%

#### Income

- Median household income in 2020- \$40,349
- Persons in poverty- 25.3%

#### Housing Information

- Owner-occupied housing unit rate- 47.0%
- Households with families and living arrangements- 50,108

#### Linguistics

- Speak only English 96,048
- Speak a language other than English 31,364

#### Race (USCB)

- White alone- 66.9%
  - White alone non-Hispanic or Latino- 43.7%
- Black or African American alone- 20.6%
- American Indian and Alaskan Native alone- 0.4%
- Asian alone- 2.2%
- Native Hawaiian and Other Pacific Islander alone- 0.1%
- Hispanic or Latino- 31.8%

#### Crime

- Number of crimes total- 5,912
- Crime rate (per 100,000 residents)- 42.69

### **Demographics Strengths**

#### Demographics Strengths:

1. Effective implementation of special programs: G/T, CTE, SCE, Bilingual/ESL, Special Education, Title 1, 504, Fine Arts, Athletics. We have seen improvements in participation and excellence in achievement.
2. Increasing number of experienced and highly qualified teachers: 20% increase in years of experience in multiple sectors and increased education level of teachers on campus from bachelors degree to master's degree.
3. CCMR readiness: 82.6% of students go on to higher education or the military. 38.6% graduate with some sort of college credit.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Teacher Retention: New teachers are in need of more targeted PD in the areas of classroom management and instructional strategies. **Root Cause:** The pandemic has limited how new teachers learned their craft. The current political environment has made it difficult to recruit teachers and incentivize them to stay. Not enough opportunities for teachers to grow in their leadership outside of learning the classroom and moving to administration.

**Problem Statement 2:** Student Groups: Our at-risk student population has a variety of needs that are not being sufficiently met: from transportation to food to healthcare. Students lack basic life skills such as technological literacy. Students have little to no frame of reference for setting goals and planning for careers or college. Due to basic needs not being met, attendance and participation in school suffers. **Root Cause:** More than double the national average of our students live below the poverty line. Students do not have access to social/emotional learning to the extent that they need. Teachers cannot meet all these needs.

**Problem Statement 3:** Stakeholder/School Environment: There is a lack of communication and connection between the campus and the community. There is not a designated person that addresses parent and family concerns. Certain families are very involved while others are not involved at all. At-risk students and families must be informed of the resources available and their feedback is needed to address them effectively. **Root Cause:** Communication is inconsistent. Consequences are not administered with equity. Parents who felt unseen/unheard/mistreated in school perpetuate the mindset that the student and the school are at odds with each other.

# Student Learning

## Student Learning Summary

What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.

Campus distinctions since 2013:

\*\*we also analyzed the TAPR report from 2020-2021\*\*

Distinctions	Reading/ ELA	Math	Science	Social Studies	Academic Growth	Closing the Gaps	Post Secondary Readiness
2013							
2014			X				
2015			X				
2016		X	X				X
2017							X
2018		X			X	X	
2019		X					
2020 (na)							
2021		X				X	

## EOC Scores Over Time

		Approaches	Meets	Masters
Eng 1	2017	41%	22%	1%
Eng 1	2018	47%	28%	3%
Eng 1	2019	55%	37%	5%
Eng 1	2022	44%	28%	3%

		Approaches	Meets	Masters
Eng 2	2017	50%	33%	2%

		<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Eng 2	2018	55%	35%	2%
Eng 2	2019	57%	36%	4%
Eng 2	2022	65%	48%	5%

		<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Alg 1	2017	82%	40%	11%
Alg 1	2018	83%	55%	27%
Alg 1	2019	76%	50%	26%
Alg 1	2022	68%	42%	23%

		<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Bio	2017	77%	44%	10%
Bio	2018	83%	53%	22%
Bio	2019	83%	55%	18%
Bio	2022	70%	31%	8%

		<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
USH	2017	89%	55%	24%
USH	2018	91%	63%	30%
USH	2019	92%	67%	35%
USH	2022	84%	55%	29%

**What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years.**

**2019 Totals as reference:**

STAAR Performance					Social		Totals Percentages
	Reading	Mathematics	Writing	Science	Studies		
Total Tests	1,220	331	-	450	413	2,414	
Approaches GL or Above	734	263	-	385	371	1,753	73%
Meets GL or Above	436	157	-	245	267	1,105	46%
Masters GL	44	78	-	81	140	343	14%

**2022 Totals as reference:**

STAAR Performance	Reading	Math	Science	Social Studies	Totals	Percentages
Total Tests	1131	531	546	392	2600	
Approaches GL or Above	657	380	395	328	1760	68%
Meets GL or Above	402	202	157	204	965	37%
Masters GL	43	95	38	99	275	11%

**Findings:**

- Masters level in Math has actually increased since pre-COVID
- Masters level in Reading has only dipped slightly since pre-COVID
- Science and Social Studies have dropped significantly in both Meets and Masters since pre-COVID

Analyzed the TAPR report from 2020-2021 year (emphasis on COVID years)

- Not surprising that data shows a decrease in approaches because they are the students who will benefit most from being in class versus the Masters and Meets
- English II students had some high school experience (part year of English I) versus Biology and Algebra which show greater decreases

**How do we perform compared to a group of campuses of similar type, size, grade span, and student demographics? Are we earning Distinction Designations for achievement?**

- Data shows that our campus data is higher. Has been higher in years past and still appeared to be trending upward.
- We are trending upward compared to the district but lower when compared to the state. There are schools in the state with our demographics that have an A rating (goal of Edison and our school) but it is difficult.

**Are our students on track to graduate? What is our longitudinal graduation and dropout rate?**

- Page 9 on TAPR shows participation of who took the test. Participation rate decreased about the same on the campus and state level.
- Looked over 4 year longitudinal rate for graduation rates...about the same from 2019-2020



### **What percentage of our students are enrolled in AP/IB. Scores in AP/IB, PSAT, SAT, and ACT? How are they doing?**

- More students were enrolled before COVID hit... 2019 had a high rate of college ready students; took a huge dip in 2020 (hopefully higher this year)
- AP Spanish class is testing online during the year but the main test at end of the year is not online
- AP Spanish test was modified greatly for 2019 (first year of COVID) so data may be incomplete
- College Board (AP) is so guarded with their materials
- More accessibility this year to materials that help prepare...so not sure what that will do for the scores this year
- How are teachers teaching this year...is technology implemented correctly in the classroom...
- Some students are more discussion based and do well in class but are not as good on a computer test
- How they are taking it (online versus paper) may cause a dip in numbers moving forward
- Tests are blank when given on paper or the graphic organizers are blank that is supposed to help them
- Do the teachers use graphic organizers?

### **What is the performance status of our students for CCMR (College, Career, and Military Readiness)?**

- CCMR also took a huge dip in 2020; 2019 we had a large number of students who were involved in CCMR classes and activities. Really helped with closing the gap that year for our rating

### **How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?**

- Spring 2021 assessment was much lower than spring 2019
- Not surprising that data shows a decrease in approaches because they are the students who will benefit most from being in class versus the masters and meets
- English II students had some high school experience (part year of English I) versus Biology and Algebra which show greater decreases
- In fall 2021, the same students who scored so low on the state assessment in the spring scored THE HIGHEST we have ever seen on the benchmark and district assessments - why? Same group of students taking English 1 STAAR did not do well at all but produced mastery results in the fall on the district benchmarks (STAAR stemmed questions)
  - Possibilities: marking the text across the school, paper test vs computer test, Reading Plus increasing reading comprehension

### **Student Learning Strengths**

#### **University High School Student Learning Strengths:**

1. Cross-curricular activities increased student engagement and retention (based on 2021-2022 classroom observations and activities)
2. Fine arts - choir, art, band, JROTC - increases student retention/attendance; tangible ownership; sense of belonging - enhancement of student culture
3. Reading Plus literacy - 33% of the words read in WISD! (high and middle schools)

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Students are not performing well on mandated tests (STAAR, TSI, PSAT, SAT) compared to other students in the state **Root Cause:** We are not playing to our students' strengths - not aligned to their learning strengths; teachers are not teaching to how the students learn (what they need). They are teaching the way they themselves learn.

**Problem Statement 2:** Not enough students are reaching the Meets and Mastery levels on STAAR tests in English, Algebra I, and Biology. **Root Cause:** Students do not have enough opportunities to use higher level thinking/problem-solving skills such as project-based learning and Socratic seminars.

**Problem Statement 3:** Students' literacy rates are well below the state's scores. **Root Cause:** Literacy rates are well below their grade level.

# School Processes & Programs

## School Processes & Programs Summary

**What is the process for recruiting, selecting, assigning, inducting and retaining high-quality educators? Are high quality teachers placed in classrooms/subjects based on student need and teacher strength?**

Teachers are placed in their subject area based on strengths as well as student and campus needs.

It is a common perception that some teachers are perceived to be placed in classes because they can handle the testable subjects or they have strong classroom management skills, while other teachers are perceived to get the lesser challenging courses due to weaker skill sets. Retaining teachers is challenging due to putting these burdens on the “good” teachers who have the skills to manage classroom behavior and are instructionally sound. An area of concern is retaining these teachers and having accountability for teachers who do not have these skill sets. Teachers believe if students were held accountable for their actions it would be easier to retain good people.

The Baylor PDS Program is an important part of recruiting, selecting and inducting teachers to UHS. After being here as Juniors and sometimes coming back their Senior year, the campus and content teams have a good idea of individual strengths of teacher candidates. When they are offered a position, they have a clear idea of the student population and what they are saying yes to, therefore the retention rate is good.

The district offers incentive programs for certain positions that are in high need. Staff can earn \$500 for referring a teacher, diagnostician, ASHA speech therapist, or LSSP. The mentorship program the district uses pairing all new teachers with an experienced mentor. The district hosted a job fair here at UHS, many “hopefuls” met with administrators.

**How does our campus develop instructional leaders? Are their roles and responsibilities clear?**

UHS has a Teacher Leadership Team. The team understands that they are the instructional leaders for their colleagues and the entire campus. They have been instrumental in monitoring our HB4545 tutorials and working together to help UHS be better academically. The TLT team members help monitor lesson planning and step in when needed for teacher observations, PLCs and mentoring the many “new to the profession” teachers.

Teacher leaders are identified and invited to the TLT. Additionally, when offered teachers are encouraged to participate in leadership PD, i.e. the Baylor symposium, and then return to share their “findings” with the campus.

The roles and responsibilities being defined as the IS position is new. However, it seems to be that the IS’s are used pretty much for everything, and the stress of the position is extremely difficult.

**What is our process for developing a focused improvement plan that addresses the root causes of low performance? Are our stakeholders involved in this process? How do we track progress towards intended outcomes of performance objectives?**

We have four subcommittees to analyze demographics, student learning, school processes and programs, and perceptions. The committees are made up of the TLT (Teacher Leadership Team), AVID members, administrators, counselors, paraprofessionals, and community/parent representatives. Once the data is collected and needs are identified, goals and strategies will be formed. Each committee is supposed to work together to identify strengths and weaknesses in each sect. As weaknesses are identified, committee members brainstorm on the causes of said weaknesses and possible solutions.

We implemented cohort meetings this year. The processes for this need to be refined so more stakeholders attend and give input at these meetings.

**How do we plan for professional development in order to address the root causes of low performance?**

According to Keonna White, Executive Director of Professional Development and Curriculum, district professional development is based on research-based practices.

The district PD department is currently collaborating across departments to use data to identify the problems that are projected to have the highest impact.

Students from low- income and underserved communities need what their non-low-income counterparts need:

- Access to high quality teaching
- Inclusive environments that showcase their strengths and the strengths of their families.

**What is planned for professional development? Describe how professional development is planned and the current impact it provides.**

Professional development needs to be focused on the root problems we find through our needs assessment and attempt to address those concerns. The PD plan should be set early, tied to campus needs and goals, and then communicated frequently to staff. There also must be a focused follow through on any professional development conducted.

Staff Requested professional development:

technology, (Google, Canvas)

School Wide expectations regarding rules/punishments, cellphones

Mental Health for staff and students

Team Building Activities among the entire staff

Nothing on lesson plans

More “productive” PD’s that involve “We Do” activities where the staff can Plan, Solve and Implement strategies and have ILT members, PD Hosts, admin lead us and help, but not direct.

De Escalation Training

Trauma Informed Teaching

Conscious Discipline

Gang Recognition Training

Drug Recognition

How to teach kids living in Poverty?

Content Specific (History, CIT, Math etc. )

Respecting our students. They won't respect us, if we don't all respect them.

**Describe how PLCs or other leadership groups participate in decision-making.**

PLCs make decisions on instruction for their classes based on data. The district content coordinators seek input from teachers in development.

There may be some type of representation of teachers "as a whole" but it's not clear that teachers are represented fully in the decision making process.

Improvement is needed in this area, which could include options such as: teachers completing opinion surveys on topics where their input is needed (especially on topics like: cell phone policy in the classroom); meeting with teachers as subject groups/ or in PLC's where they are present. And... teacher input is actually implemented.

At this time PLCs are not directly involved in decision making, their input is requested when a decision involving their content is made when needed, but not always.

The campus TLT gives input on campus decisions.

District decisions are often made without PLC and campus group input unless it is given by admin during district leadership meetings.

**Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.**

Improvement is needed in this area, which could include options such as:

Teachers completing opinion surveys on topics where their input is needed (especially on topics like: cell phone policy in the the classroom);

Meet with teachers as subject groups/ or in PLC's where they are present and ask each group what they need.

An anonymous survey has been requested to ask.

"If you could change 3 things on this campus, what would you change?"

"What are 3 things you would NOT change?"

Don't just ask for the teacher's input, actually listen and implement their request. Teachers have more "buy in" when they feel that they are part of something big and special. If you have "ownership" you tend to care more.

**How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?**

Needs are analyzed by the TLT team as they work in committees to research and identify the problems using the CNA as a guide.

Students and student learning should be the priorities.

**What programs are operating in a school? Are these programs aligned with our vision, mission, goals, and values? Do our programs focus on a safe environment and high expectations?**

UHS has the following programs in place: Reading Plus, CIS, AVID, Baylor PDS, WIN

UHS Mission: To work as a team of students, teachers, parents, and community members who Love, Serve, and Care about our students today so they can Love, Serve, and Care as learners and leaders tomorrow.

UHS has 11 Academies that train students in job-ready skills.

Baylor Professional Development Schools is a partnership between Baylor and University High to help develop and grow young teacher candidates under the supervision and in partnership with strong “master” teachers. The program is designed to grow these young professionals, not necessarily to help in raising the scores of state assessments, although co-teaching and reducing teacher to student ratios can assist in that endeavor. The program is a good fit and aligned with our vision.

**What is significant about the data with enrollment and participation in: special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment?**

As of spring 2022 data at UHS, we have 14% of our students who are gifted and talented. 2 % of our students are identified as dyslexic. 7% of our students are part of the special education program, while 5% of students are identified as 504. We also have 13 % of our students who are in the ELL program.. At UHS we serve 41% of our student population in some way with an exceptionality.

We have over 98% of our students in a career and technical education program. We have increased the number of annual graduates almost by double those who graduated with Dual Credit courses. 13% have graduated with an AP course. We have 68% of graduates who are career and college ready.

We still have a deficit in the area of Graduates under an Advanced Degree Plan Identified as Special Education, but our CTE coherent sequence coursework aligned with Industry based certifications is at 87%.

We serve 247 active ELL and monitor 28 students. We have 2 sections of ELDA class for newcomers, beginners and some early intermediate students.

All programs strive to meet students' individual needs and provide them with the care and support they need to be successful.

**How is the school meeting college, career and military guidance and counseling? Include any postsecondary education and career awareness and exploration activities. (TEA Priority)**

Students in the special education program are given transition questions as early as 12 years old; we start discussing what they want to do after high school.

AVID, Upward Bound - in the past the district gave mandatory CCMR lessons that were taught through the English classes, but this does not appear to have happened in 2020-2021.

Lessons in classes are being aligned to the real world and how the skills/knowledge can be used upon graduation.

College shirt Thursdays

The Dual Credit/ Accelerate program helps address college readiness.

Academy classes address career exploration. Students are encouraged to choose a focus in 9th or 10 grade, but many students are given opportunities to take elective courses within other academies.

Recruits from all military branches visit the school. How about “Military Mondays”? Do they speak as guests in the history classes?

**What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.**

1:1 computers for students

Hotspots available as needed/requested

Student achievement data

Flipped classrooms

Station rotations

Edpuzzle

**What actions do we take to support powerful teaching and learning? Do we align curriculum and assessment to TEKS with a year-long scope and sequence?**

YAGs ( Year at a Glance) are developed by central office content coordinators for the core areas, and those are tightly aligned to the TEKS.

UHS uses the district produced pacing guides as well as district created TCAs (taught curriculums assessment) to assess.

Each lesson planning session in PLCs starts with the pacing guide and the TEKS and aligns lessons to those standards.

World Languages, Fine Arts and CTE courses need district pacing guides like the core content areas.

**Are our lesson plans and instruction objective and data driven? Do they include critical thinking, formative assessments, and interventions?**

For the PLC groups, heavy emphasis has been occurring to align lesson plans, objectives, formative assessments, and data-driven instruction all year.

Teams focus on their Know/Shows in planning and when involved in DDI (Data Driven Instruction).

**Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.**

Integrate technology into all classes.

Make wi-fi available in all parts of the building (dance hall doesn't have).

Increase teacher knowledge and skills regarding the use of district digital learning management systems to support instruction. Make CANVAS mandatory.

Provide high-quality, on demand training for teachers to support digital learning and effective instructional strategies for 1:1 learning environments.

**What are the school conditions for learning, including protecting instructional time? Discuss anything significant. Example details might include master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc.**

Our master schedule is dictated by an 8-period day with 45 minutes classes, and a 20 minute intervention WIN period dedicated to helping improve reading scores on campus and in the district.

All of our core STAAR tested classes and teachers have dedicated time for a PLC, while STAAR tested and all other teachers have a conference period everyday.

Teachers can offer tutorials before or after school, and we ask that they choose at least a minimum of 2 days a week offering a morning and afternoon session. HB 4545 has allowed us to offer mandatory tutorials and accelerated instruction to our at-risk students who have traditionally struggled with STAAR/EOC testing.

We have tardy stations located throughout the building to write passes and help encourage students to get to class on-time so that they are not missing too much instruction time.

Our school is projected to begin at 8:30 AM and end at 4:15 PM for the 2022-2023 school year. We will be offering 465 minutes of instruction daily and 77,400 minutes of instruction for the 2022-2023 school year.

Summer school is offered by the district to help students recover credits lost throughout the school year. We offer 3 weeks of summer instructional time for students to recover credits lost, and we prioritize our student enrollment focusing on Seniors primarily and then work our lists down to Freshmen.

**What are the procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary?**

In years past we had a summer bridge program for all incoming ninth graders to acclimate them to high school and teach them some of the major differences between middle and high school as well as a specific social skills program.

Fine Arts, Specifically Choir, provides 8th graders an opportunity to meet with and connect with HS directors over the course of their 8th grade year as well as providing an opportunity to discuss HS Choir / HS classes & workload with current HS students.

Open house/Meet the teacher before school starts so students and families can walk the building and meet teachers and staff.

**What are the significant findings in classroom management? Explain procedures used to reduce overuse of discipline practices that remove students from the classroom.**

University High School Discipline Practices/Process:

1. Student warning
2. Teacher/ student having a private conference
3. If student fails to comply in class, have a process or strategy that works for you to address the issue.



4. Contact or email behavior specialist if student behavior continues after repeated warnings.
5. Parent contact by phone/email and/or personal conference with parent/student at school concerning discipline issues with student.
6. Teacher/student conference with Cohort AP and parent, if necessary. Especially if student's misbehavior continues.
7. Serious misbehavior incidents (cursing at teacher/fighting): Contact office and have security walk the student(s) to Cohort AP and then fill out a fast form as soon as possible.
8. Cohort AP will continue to follow WISD Student Code of Conduct, administrative discipline procedures and administer consequences as necessary.

**How do we maximize instructional time? Review data on school conditions for learning, including protecting instructional time. Discuss anything significant. Example details might include master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc.**

Possible ways to help maximize instructional time during the day:

- Implement a 24 Hour Notification for Sponsors/Extracurricular to send out lists of students who will be absent for an event the day before to the University Schoolhouse email and attendance clerks to maximize instructional time.
- Implement Tardy QR Code Scanning system that will collect student data and immediately notify parent(s) of tardiness to maximize instruction time.
- It has been suggested a charging area for all students to secure their cell phones so that they would not disrupt the class instructional time. Some teachers allow students to charge phones during class time.
- Also very much suggested that phones not be allowed except before/ after school and during lunch.

**What is our plan for school safety? Discuss data for bullying, drug, violence and suicide prevention, as appropriate.**

When bullying is reported to Cohort AP a district bullying report is initiated to find out if bullying has occurred and if bullying has occurred a bullying report is completed by the administrator and turned in to student management.

When drug issues are reported, they are investigated and handled by the Cohort AP. Cohort AP will follow the Student Code of Conduct in reference to the drug issue.

All violence issues are handled by the Cohort AP of the students involved and the Cohort administrator will follow the Student Code of Conduct in regards to the issue.

In regards to suicide prevention our counselors, student council and all staff is involved in presentation. We have implemented Suicide Awareness Programs during the school year. When a student threatens suicide, it is reported immediately to our counselors and administration. Parents are also contacted.

**What is our plan for school safety drills? How do we know that students and staff are well-trained?**

Various drills are mandated/required each month and set by downtown administration located in student management.

Elizabeth Salinas is over Emergency Management and drills. She is in charge of training staff and students. Teachers/staff are trained at the beginning of the school year. Students

are trained during the school year as we incorporate the drills.

## **School Processes & Programs Strengths**

### **University High School Processes/Programs Strengths**

1. Recruitment, Selection, Assignments of High Quality Educators
2. Do our programs align with our vision, mission, goals and values? Do we have high expectations?
3. Does our school meet college, career and military guidance/counseling for our students? Is instructional time protected? Do we offer extended learning opportunities?

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

**Problem Statement 1:** School Safety in regards to bullying, drugs, violence, suicide prevention. **Root Cause:** Cell Phones give students an opportunity to cyber bully, make drug deals and "schedule" fights/jumps.

**Problem Statement 2:** Professional Development based on low performance causes. **Root Cause:** Root causes of low performance are often overlooked, not tracked and not addressed. Again, more information on poverty and its effects on performance. We don't focus enough resources on dealing with students who live in poverty such as Ruby Payne and others like Capturing Kids' Heart. If we can somehow align the district to serve the majority of our population in poverty, and then focus on lesson

**Problem Statement 3:** The need for improved classroom management and the entire school behavior management system. **Root Cause:** Teachers are not consistent with following rules. There are no consequences for the teachers that do not have "buy in". There is no special training for our new teachers in regards to classroom management. Incoming freshman are not "schooled" on what high school expectations are.

# Perceptions

## Perceptions Summary

### STUDENT ENGAGEMENT

How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.

Ethnicity	2022	2021	2020	Percent Change 2021 to 2022	Percent Change 2020 to 2022
African American	81.07	89.93	95.37	-8.86	-14.3
Hispanic	83.71	91.12	95.25	-7.41	-11.54
White	84.64	92.62	95.45	-7.98	-10.81
Two or More Races	90.83	90.12	90.59	0.71	0.24
American Indian	92.97	99.69	98.59	-6.72	-5.62
Pacific Islander	94.53	No data	No data	N/A	N/A
Asian	No data	99.69	96.95	N/A	N/A

Our African American students used to have one of the best attendance rates of all the race/ethnicity groups but has dropped 14.3% since 2020.

Our 1 Pacific Islander student has a 94.53% attendance and our 3 American Indian students have a 93.97% attendance rate. Our 2 or more races students (19 total), have had a consistent attendance rate over the last 3 years (it was low for previous years but high considering this year's overall drop).

Cohort	2022	2021	2020	2019	
2022	84.37	89.53	96.07	93.13	-11.7 percent change since 2020
2023	82.05	91.31	95.33		-13.28 percent change since 2020
2024	85.06	92.98			-7.92 percent change since 2021

2025	82.50			N/A
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Our senior cohort's attendance has dropped 11.7% since 2020. The junior class's attendance has dropped 13.28% since 2020. The sophomore class has the best attendance this year at 85.06%.

- LEP student attendance is almost equal to non-LEP student attendance for the 2022 school year (83.04% compared to 83.21%)
- Our SpEd students' attendance is down to 82.78% from 93.19% in 2021 and is worse than our non-SpEd students (where it was better than general population students in 2021).
- Our Economically Disadvantaged students' attendance is down to 82.55% from 90.7% in 2021 and is worse than our non-EcoDis students.

**What is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the 7 race/ethnicity groups and 7 student groups?**

- Of the 161 incidents that resulted in an Out of School Suspension, 76 incidents involved African American students (56 of which dealt with insubordination or violation of the student code of conduct), 82 incidents involved Hispanic students (74 of which dealt with insubordination or violation of the student code of conduct), and 3 incidents involved students of 2 or more races (all of which dealt with insubordination or violation of the student code of conduct)
- Of the 161 incidents that resulted in an Out of School Suspension, 30 incidents (18 African American and 12 Hispanic) involved Special Ed classified students
- Of the 161 incidents that resulted in an Out of School Suspension, 54 incidents (26 African American and 28 Hispanic) involved female students and 107 incidents involved male students (50 African American students, 54 Hispanic students, and 3 mixed race students)
- Using a Goodness of Fit Test, there is a p-value of 0.0000001 (meaning that the probability that the ethnic/racial distribution of students that are written up are proportional to the racial distribution of students enrolled at UHS has a 0% chance if it really is proportional). The two counts that are contributing the most (proportionally) is that we write up many more African American students (41% have been written up) and write up fewer Hispanic students (22% have been written up).
- Far fewer GT students are African American than expected. Far more GT students are not economically disadvantaged than expected.

**How is conflict reduced? Discuss results of any mentoring, peer mediation, etc.**

- Mentor groups have been established with teachers/staff members who are volunteering their time in the Be the Good program. There are roughly 30-40 students served by 20 staff members. Students were chosen who were at-risk but with leadership potential by teachers and APs.
- Mentor group is becoming a safe place. Mental health of students has suffered for the last couple of years. Students are opening up with some of our mentors.
- Increase in mental health/suicidal cry-outs during the 2021-2022 school year.
- Some students were also chosen to be involved in another mentorship program led by Darryl Thomas lasting six weeks for at-risk students from all grade levels. APs chose 4 from each grade level who could benefit, and then the groups were changed around according to those most likely to attend.

## **What is the dropout rate or graduation rate? Differentiate it by 7 race/ethnicity groups and 7 student groups. (Middle & High Schools)**

- The drop out rate for the 2019-2020 school year is the last reported and increased to 2.9% (higher than the state's average) for the district with a campus annual dropout rate of 1.1% (down from 4.2%).
- Middle school dropout rate has doubled and is sitting at 0.6% for the 2019-2020 school year.
- The two subgroups with the highest dropout rate at UHS are African American (1.7%) and Economically Disadvantaged (1.2%). Creation of the Night School program is to help target these potential dropouts.

## **STAFF ENGAGEMENT**

### **What is the staff turnover rate and how does it compare with previous years? Discuss staff mentoring results, staff perceptions of academic expectations, and average number of staff absences. Summarize any climate and culture survey reports.**

- Last year we had a turnover rate of 20.20% which was higher because of promotions and we had a large turnover due to coaching changes.
  - 20-21: 20.20%
  - 19-20: 13.4%
  - 18-19: 21.68%
  - 17-18: 15.95%
  - 16-17: 14.76%
- Staff Mentoring:
  - All 1st year teachers get a mentor
  - All 2nd year teachers have a buddy
  - All new teachers express the need for time/pd at the beginning of the year before students are here to covers policy, procedures, and systems
- Staff perceptions of academic expectations:
  - 80% Average over Attendance Rule has affected academic expectations
  - Attendance and behavior are more of a concern than academic expectations
  - Core subject are advocating for higher expectations and electives tend to want to allow for comprehensive assignments to show mastery/receive a minimum grade.
  - Advanced students seem to have slacked in terms of academic performance especially in the area of homework.

Climate Culture Summary: Most teachers love being at University, however, they are frustrated and burned out! They want admin to enforce a strict cell phone policy.

They want the drugs on campus to be taken care of immediately. They also all want APs to be on the same page with behavior, lesson feedback, etc. Most teacher frustration comes from the district office.

## **PARENT ENGAGEMENT**

### **How are parent/guardian/community participation rates measured?**

- Lack a way to measure parent/guardian/community participation rates?
- Compile sign-in sheets for parents' involvement in different meetings.
- How can we do more of that?
- Some regression due to COVID (no lunch with the principals this year)
- Parents do participate in attending the games
- School Safety Survey?
- Required Parent Information Meeting before every sporting event

### **How does the school consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education?**

- Mrs. Olivarez is our Parent/Community Specialist. She has contacts at various churches in Waco who donate items at different times in the year. We had about \$5,000 donated in gift cards/items for our Be the Good mentor program, so snacks and lunches good be provided to those groups. Currently Antioch has three or four mentors who have started coming at lunch to meet with various students who were chosen by APs and teachers.
- We have become a Shepard's Heart site with the use of our food pantry. Shepard's Heart brings items here and CIS and Librarian can let students into the food pantry before school, after school, and the last 15 min of 8th period (for those students who ride the bus).
- The Business Advisory Board was just re-established in the spring of 2022. They would meet monthly before--reps from various businesses around Waco who wanted to support UHS students--to discuss things going on in CTE classes at UHS and potential for interns at their businesses. Businesses would also be given opportunities to donate or sponsor different CTE clubs (TAFE, Robotics, Rocketry, etc).

### **What is the level of support from our community? Describe [public support ratings](#) for school.**

- According to the Niche website when using the comparison school function, UHS has 445 ratings with an average of 4 stars. WHS has 235 ratings at 3.5 stars; Robinson HS has 187 reviews at 4 stars; Lorena has 148 at 3.5 stars.
- From Niche: Only 54% of the 91 respondents said they thought that "lots of kids participate in clubs and organizations"
- This year, we will have a First Responders' Day on campus. (Hosted by Gunns)

- Official University HS Facebook page has over 5.3k likes/followers
  - Any posts that come from culinary are the highest liked and commented on--maybe if we had an open lunch or tasting that parents signed up for that happened during the day, it would be well attended “Pie and Coffee in the Afternoon” or “Afternoon Tea” or “Break Time”
  - We could aim for one parent night per semester--Tech Night could be in the Fall, Digital Citizenship in the Spring, STAAR Information Night before December or April Testing Dates, STEM Night

**How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.**

- Only had 16 responses to committee made survey (only 2 from the Safe and Civil Schools survey)
- Based on the DIP Parent Feb. 2020 survey (primarily WHS parents) viewed teachers positively
- Over 80% shared that the teachers did a good job teaching expectations for behavior and work as well as sharing grading policies and procedures. Encouraging results can be seen in responses to how parents feel welcomed, get supported when they ask and the communication is good, over 74% in each area.
- From Niche, 88% of 130 responses said teachers genuinely care about students.
- From Niche, UHS received a B rating in Culture and Safety “Based on chronic student absenteeism, suspensions/expulsions, and survey responses on the school environment from students and parents.”
- From Niche, in the past 12 months there have been 32 comments posted, 7 of which were rated 3 stars, 15 at 4 stars, and 10 at 5 stars with an average rating over the past 12 months being a 4.09

**Are there any barriers that prevent participation by parents/guardians/community?**

- Lack of updated phone numbers and emails
- Parents not given adequate notice of events
- Lack of Technology, language barriers, work schedules, lack of student organizations
- Work schedules that continue into the evening/lack of time
- Lack of childcare

**How do parents and guardians describe their child’s school? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school?**

- 88% are proud that their students attend UHS
- 88% believe that UHS cares for their children.
- 1/16 thought that their child didn’t feel safe at school
- 88% believe that their child is getting a good education

- \*\*\*\*Biggest area for improvement is in the area of communication.
- \*Note: these statistics are based on 16 responses from parents. This is a very small sample and doesn't give a full picture of parents' opinions and perceptions

**How do parents and guardians learn and understand about their child's learning standards, learning expectations and progress?**

- Parent Portal
- Parent Tech Night
- Canvas Observer
- Parent Teacher Conferences/IGCs/ARDs/504s
- Emails, phone calls, text messages from teachers

**How are parents and guardians involved in activities to improve student achievement and school performance?**

- Use of Facebook to disseminate information
- Parent and Student Newsletter UHS News has been sent out every month to all parent emails in the system since September--has important dates and events, a spotlight section on a focus issue (testing, IDs, Sat School, technology, etc), a message from the principal, and now a section with images of student achievements from the previous month. Parents who see and read it are very complementary.
- Required attendance to meetings for student athletes to join sports this year

**STUDENTS**

**What were the top takeaways from the student comments of Safe and Civil Schools survey?**

- Students feel that the dress code is not enforced equitably.
- Students do not like the current dress code.
- Students feel strongly about the restrooms being closed.
- Students feel there is a lot of marijuana use at school.
- Students feel LGBTQ+ are targeted.
- Students feel that there have been several instances where adults (teachers and security guards) have made them feel unsafe (specifically sexual comments).
- Students want to get rid of the 10/10 rule to allow students to use the restroom when needed.

**How do students describe their school and learning environment? (Below are specific student comments from survey)**

- The better offering for high school in the district



- Teachers are tired from all of the responsibility and changes due to COVID and have caused some to show a lack of motivation with teaching.
- Some teachers don't try... They just do slide presentations, notes, and videos. Lack of interaction. Lack of school spirit.
- Ever since COVID, things have gone downhill
- Some of the teachers make you feel like you are at home and heard
- Not a big enough focus on our futures. They teach us to become workers, not successful businessmen.
- It's not that bad but we can do better
- There is no school involvement anymore
- There is not enough activities for students to be involved in... especially lacking in the clubs department
  - Would like to see wrestling at UHS, boys volleyball, gaming club?
- Students don't come because they have zero motivation for school
- Teachers don't really help. They tell you what to do it and then expect you to know how to do.

**Are the processes and programs in place helping them find success from one grade level to the next?**

- Students want to have grade level lunches to create a sense of belonging
- New student: CIS, Student Council, NPFH, etc.
- We used to have Freshman Fish Camp
- Class Meetings are informative but redundant: social media account for University? To disperse pertinent info
- We have lacked a lot of consistency and so it has changed students' mindsets when it comes to school.
- CIS: tutoring, any other needs addressed

**Do they feel safe and have a sense of belonging?**

- No, don't feel safe in lunchroom and restroom
  - Restrooms: smoking, lack of privacy, no tp dispensers, vandalized, clogging toilets
  - Lunchroom: large area, don't have manners, kids are running loose and wild
  - Girls locker room: non athletes entering; particularly in the AM

- Need to bring back pep rallies for sense of belonging, need to be on campus to get more participation
- Need more ways to have students get involved
- Students involved in culinary, sports, and band
- Certain teachers who communicate and listen make you feel safe
- There are friend groups based on where they went to middle school/elementary

**Is school challenging for them, worth their time and providing a well-rounded education?**

- No, because there is a lack of caring for mental health and things happening at home
- No, because it is just about grades (just turn it in)
- No, because it doesn't apply to the real world
- No, because we need more life skills classes
- Yes and no:
  - Yes, learn from projects and volunteering where knowledge is applied

**COMMUNITY**

**How does the community describe its school(s)?**

- Used to turn over

**Does the school create pathways to engage and support the community?**

- Engage, yes
- Support community?
  - Voting station
  - Could we get Voice to hold parenting programs or things like that?
  - Financial Math or Money Matters should be required to graduate.

**TEACHERS**

**How do teachers describe their school?**

- There are strong perceptions that tardies, absenteeism and on campus drug use are issues @ UHS

- Tardies - only one respondent felt it was not a problem over 60% rated it a serious problem

- Absenteeism - only one respondent felt it was not a problem almost 80% rated it a serious problem
- Drugs - only one respondent felt it was not a problem over 50% rated it a serious problem

There are relatively strong perceptions that school admin needs to work on communicating more effectively and work on consistency and effectiveness of behavior management/disciplinary approaches.

- 32% behavior management and discipline is inconsistent
- 39% current approach to behavior and discipline is ineffective
- 34% current system is inadequate at identifying and helping students who need help
- 38% current discipline and behavior approach contributes negatively to job satisfaction
- 26% feel that Admin needs to communicate more effectively
- 38% current discipline and behavior approach contributes negatively to job satisfaction
- 35% feel that student behavior makes it difficult for students to learn

### **Do they feel safe and have a sense of belonging?**

- Generally yes
  - 100 % of respondents felt respected by their peers.
  - Less than 5% of respondent felt a threat of violence towards staff

### **How are they supported by administration?**

- There is a high sense of support (83%, Item52)
- 26% feel that Admin needs to communicate more effectively

### **Do they receive powerful professional development to develop their skills?**

I don't know if teachers would describe it as powerful. They enjoy campus run professional development over district mandated.

## **Do teachers work together to support each other?**

We like and respect one another, but we could use improvement in communicating and collaboration.

- Some teachers (testables with teams) use a daily agenda complete with social norms and a weekly agenda to follow which allows for organized collaboration, planned data meetings, and split planning for multiple prep teachers (inclusion, co-teacher, EB, Advanced Academics).

## **ALL STAKEHOLDERS**

### **How do we engage all stakeholders in vision, mission, goals, strategies and values that focus on a safe environment and high expectations?**

- CDMC
- Parent Newsletters
- CIS Newsletters
- Comments:
  - We need more opportunities for engagement. Planned in advance which allows for working parents.
    - Communicate parent nights at least 2 weeks before school
    - Have another parent night a couple of weeks after school starts to get on the same page with any differences in expectations
    - Parent tech nights at the start of school
    - Parent Tailgate back if health protocols allow
    - Have content parent teacher nights once a semester (kids with failures need to sign up or if you just want to talk with a teacher, sign up)
    - \*Teachers could use TalkingPoints and have parents sign up so that we can communicate with different home languages.
  - An idea students had was for a teacher feedback system like in college where you communicate whether or not you felt cared for by teachers, etc. at the end of each semester or year. Like a course review.

## **Perceptions Strengths**

### **UHS Perceptions Strengths:**

1. Staff mentoring for new to campus teachers
2. New student mentor groups

3. Increase in school involvement after the 2020-2021 school year for students
4. We have started a Parent Newsletter! September-May every month!
5. Start of Night School and HB4545 tutorials
6. Adding a one semester timeline for attendance recovery
7. Adding in Student Portal and raising awareness

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Attendance **Root Cause:** Security issues, parking lot patrol, 80% attendance rule, classes not tied to endorsement, residual COVID learning, lack of education on attendance, grades, credit, earning potential of diploma holders, pathways, designations, etc.

**Problem Statement 2:** Teacher turnover **Root Cause:** District micromanagement, lack of follow up on security issues, focusing on wrong things, TEAMS frustrations, tardy issues and inconsistencies, security inconsistencies

**Problem Statement 3:** Parent Communication **Root Cause:** Communication to parents in Spanish, no parent calendar, timely and consistent communication, aggressive monitoring of students earlier

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Other additional data







# Goals

**Goal 1:** Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

**Performance Objective 1:** Implement best practices for school safety.

**Evaluation Data Sources:** PEIMS Data, AEP Placement Data, Documentation of Safety Drills

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review the Campus Emergency Operations Plan with staff, emphasizing the understanding and use of the Standard Response Protocol.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff understands drills, how to conduct drills, and how to find information in the Emergency Operations Plan and Campus Safety Plan</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Ensure students and staff wear identification badges.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of best safety practice on campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teach students about the use of the STOPit app for anonymously reporting safety concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are able to identify and report safety concerns</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Ensure that classroom and exterior doors remain locked.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet expectations for regular safety checks</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Create posters to communicate drill expectations for every classroom.  <b>Strategy's Expected Result/Impact:</b> Clearly posted evacuation routes and safety information accessible throughout the campus  <b>Staff Responsible for Monitoring:</b> Asst. Principals</p> <p><b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Ensure that expectations for bathrooms and parking lots are communicated and enforced through assemblies, newsletters, and announcements.  <b>Strategy's Expected Result/Impact:</b> Students understand and adhere to expectations  <b>Staff Responsible for Monitoring:</b> Asst. Principals</p> <p><b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Use a paperless system for tardies and hall monitoring.  <b>Strategy's Expected Result/Impact:</b> Minimize tardies and increase instructional time  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals</p> <p><b>ESF Levers:</b>  Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Explore and identify action steps to deter vaping in school bathrooms.  <b>Strategy's Expected Result/Impact:</b> Decreased use of vapes in the school setting  <b>Staff Responsible for Monitoring:</b> Principal, Exec. Director of Student Services</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
<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 1:** Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.


**Performance Objective 2:** Improve behavior management through the implementation of research-based strategies.


**Evaluation Data Sources:** Discipline Data, Office Referrals

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create a new digital P.R.I.D.E. form that must be completed daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication between school and family to improve classroom behavior</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop and implement training and a reward system for positive behavior supports and classroom management.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% reduction in BIRs and related disciplinary actions</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Cohort Asst. Principals, Behavior Staff</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide a structure for the campus Foundations Team to work collaboratively with Coordinator of District Behavior Intervention to plan and implement effective positive behavior supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance, positive behavior supports, and on-time graduation rates for students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Foundations Team, Coordinator of District Behavior Intervention</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide new teachers with training, mentoring and support for effective classroom management.</p> <p><b>Strategy's Expected Result/Impact:</b> Strong support for positive classroom management systems and structures, decreased teacher turnover rates</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

**Staff Responsible for Monitoring:** Principal, Associate Principal

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1:** Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

**Performance Objective 3:** Implement systems and structures to increase student well-being.

**Evaluation Data Sources:** Guidance Lessons, Discipline Data, Counseling Referrals

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Explore and create activities that integrate student voice while increasing the depth of student knowledge and understanding regarding diversity, inclusion, and anti-bias based on the No Place for Hate process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student ownership on the campus, improved student climate and safety</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Counselors</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Execute WIN time lessons that include character development, suicide prevention, bullying prevention, course selection awareness, academic achievement, and overall mental health.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are developed as people, focus on mental health and well-being</p> <p><b>Staff Responsible for Monitoring:</b> Lead Counselor, Counselors, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Coordinate pregnancy related services to address specific needs and success of program participants.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of services, increased on-time graduation</p> <p><b>Staff Responsible for Monitoring:</b> PEP Coordinator, Cohort Teams, Counselors</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue using Communities in Schools to provide services and resources to students in need.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance and achievement for students receiving CIS services</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Use facility dog to aid in ongoing relationship development and assist in crisis situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals, increase in student engagement, increase in positive relationships</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Teacher/Primary Dog Handler</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide training to staff and launch Character Strong.</p> <p><b>Strategy's Expected Result/Impact:</b> Students learn about emotions and how to regulate behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Coordinate with the district's homeless services and liaisons to provide support for students classified as homeless.</p> <p><b>Strategy's Expected Result/Impact:</b> Cohort monitoring records, verification of students earning credits, increased on-time graduation</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, PCLs, CIS Staff</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Assess the campus threat assessment process and make necessary improvements.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify students who need additional support and maintain safety for all students</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Threat Assessment Specialist</p>	Formative		
	Jan	May	May
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Partner with local businesses for mentoring program incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals, increase in student engagement, increase in positive relationships</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Parent/Community Involvement Specialist</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 1:** Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

**Performance Objective 4:** Create effective and clear internal communication processes to increase positive behavior and academic success.

**Evaluation Data Sources:** Branching Minds, TEAMS

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide training on Branching Minds and TEAMS for all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication between teachers and administrators, improved classroom behavior</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use Branching Minds to document Tier 1 and Tier 2 intervention strategies that have been implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication between teachers and administrators, improved classroom behavior, increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teach staff the district grading policy and ensure that teachers can effectively communicate the policy to parents and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication between school and family</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Develop a resource that provides clarity regarding who is responsible for communicating to parents, students, staff, and the community, including the type of communication (newsletter, Instagram, FB, website, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication between school and family</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative		
	Jan	May	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			







**Goal 1:** Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

**Performance Objective 5:** Increase parental involvement through the use of clear, effective, and timely communication.

**Evaluation Data Sources:** Number of parents attending events, email, website and social media posts, information in parent newsletters





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Ensure that parents update and verify their email and phone numbers during registration. <b>Strategy's Expected Result/Impact:</b> Increased communication between campus staff and parents <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Registrars	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ensure all parents sign up for campus-wide text communication. <b>Strategy's Expected Result/Impact:</b> Increased communication between staff and parents <b>Staff Responsible for Monitoring:</b> Principal, Teachers	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Create a Parent Involvement Calendar with events for the year such as family tailgate before a home football game in October, Parent Tech Night in November, Parent Information Night in February, and six week parent events coordinated with counseling goals. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement and participation in school meetings and informational sessions <b>Staff Responsible for Monitoring:</b> Principal, Parent/Community Liaison, Teachers, Counselors	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continue monthly parent newsletter that includes a focus on campus activities, a schedule of upcoming events, and ways for parents to get involved. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement and participation in school meetings and informational sessions <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Host parent information nights. Include translators to ensure parents are able to receive and provide information in their native language. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement and participation in school meetings and informational sessions <b>Staff Responsible for Monitoring:</b> Associate Principal, Teachers	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Create and post information for parents in English and Spanish on topics such as grading, TEAMS, assessment data, etc. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement and participation in school meetings <b>Staff Responsible for Monitoring:</b> Principal, Counselors, Instructional Specialists	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Increase and maintain social media for parents and students to receive information. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement and participation in school meetings and informational sessions <b>Staff Responsible for Monitoring:</b> Principal, Counselors, Instructional Specialists, Parent/Community Liaison	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Intentionally seek parent involvement for campus committees that may include CDMC, AVID, and LPAC. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement and participation in school meetings and informational sessions <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialists	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Establish a UHS PTA for the 2022-2023 school year. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement and participation in school meetings and informational sessions <b>Staff Responsible for Monitoring:</b> Parent/Community Liaison	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
<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 1:** Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

**Performance Objective 6:** Identify and implement strategies to increase student attendance and high school graduation.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue using the cohort tracking system to monitor student attendance, behavior, academic achievement and overall progress.  <b>Strategy's Expected Result/Impact:</b> Increased attendance and decrease the dropout rate.  <b>Staff Responsible for Monitoring:</b> Principal, Cohort Assistant Principals, Cohort Counselors, Principal, At-Risk Specialist</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue having monthly cohort/grade-level team meetings to review progress of students most at risk of dropping out of school and to revise plan utilizing all campus and district supports available.  <b>Strategy's Expected Result/Impact:</b> Increased attendance and decrease the dropout rate  <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Instructional Specialists</p> <p><b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create RTI spreadsheets for teachers to track any student who is failing, has behavior issues, needs social/emotional help, or has missed more than 3 days per six weeks that are shared with cohort teams and reviewed at every cohort/grade-level team meeting.  <b>Strategy's Expected Result/Impact:</b> Increased attendance, decreased dropout rate, increase on-time graduation</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide incentives for attendance including but not limited to celebratory lunches.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance, reduction in tardies, improved classroom performance for students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize campus PCLs to monitor student attendance and take needed action/support to for deter student absenteeism.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall campus attendance</p> <p><b>Staff Responsible for Monitoring:</b> PLCs, Principal, Assistant Principals, and Instructional Specialists of Special Programs.</p> <p><b>Title I:</b> 2.5, 2.6</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>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Coordinate with the Director for Student attendance and outreach services to collaborate on ideas that help improve student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Align the campus with district practices and initiatives to improve the overall attendance of the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Instructional Specialist of Special programs.</p> <p><b>Title I:</b> 2.5, 2.6</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>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Increase student achievement and involvement for all student populations.





**Performance Objective 1:** Implement academic support and effective instructional practices and resources to address the needs of Emergent Bilinguals and students served in Special Education.

**Evaluation Data Sources:** Lesson Plans, Walkthroughs, Observations, District TCAs, Benchmarks

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Cluster Emergent Bilinguals (EBs) in core classes so that aides can effectively reach and assist students in classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance for EBs in core content courses, data reflected in district TCAs, DBAs, EOC scores, and TELPAS scores</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Associate Principal, Instructional Specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Observe EBs, co-teach, and monitor inclusion classrooms weekly to look for effective implementation of expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, walkthrough data, increased academic performance for special education and EL students in core content courses, data reflected in district TCAs, DBAs, EOC scores</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialists</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure monthly meetings for co-teach, inclusion, and aides to reassess and plan for effective implementation of teaching models.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance for special education students in core content courses, data reflected in district TCAs, DBAs, EOC scores</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, SPED Department Chair, Instructional Specialists</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Create a list of ARD common phrases and technical vocabulary with a list of definitions and examples in English and Spanish to aid in the accessibility for parents/guardians and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication with school and family, increased academic performance for special education students</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, SPED Department Chair, Instructional Specialists</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Schedule End-of-Course (EOC) HB4545 tutorials during Saturday School as additional support for special population students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in course credits earned and targeted EOC scores met</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Instructional Specialists</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Continue our targeted, small group instruction through courses like ELDA and SIT Reading to increase the reading levels of EBs and struggling readers through the district RTI/MTSS process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased proficiency on district assessments, TELPAS, EOC exams</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, ELDA/SIT Teachers, District Support Staff</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Continue strategically using our bilingual aides to supplement instruction to EBs, decreasing gaps in all areas of academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> EBs will engage in supplemental instruction designed to increase success in TEKS-based courses; targeted students will show proficiency gains in TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Continue providing instruction for junior and senior students who have not passed the English I and/or English II EOC through an English III or English IV EOC support class.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will pass the English I and/or English II EOC at the Approaches level or above</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, English Instructional Specialist</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Continue providing instruction for junior and senior students who have passed their English and Algebra EOCs but have not reached college readiness through CPELA and CPMATH courses.</p> <p><b>Strategy's Expected Result/Impact:</b> TSI scores will reflect college readiness for students in CPELA and CPMATH courses.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, CPELA Teacher, CPMATH Teacher</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide an optional extended school day program ("Night School") for students who need an alternative plan for reaching academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who need an alternate educational path through night school will increase credit completion and successfully graduate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Lead Counselor</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Require teachers to pre-teach key vocabulary words before reading texts during classroom instruction in order to eliminate confusion and help make texts more accessible prior to interacting with text (linked to AVID Site Team Goal).</p> <p><b>Strategy's Expected Result/Impact:</b> Elimination of confusion with text and vocabulary in order to increase comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, AVID Site Team</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Include and implement WICOR section in lesson planning template for articulation of strategies by all teachers (linked to AVID Site Team goal).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase comprehension of concepts and ideas at increasingly complex levels</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, AVID Site Team</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	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 2:** Increase student achievement and involvement for all student populations.

**Performance Objective 2:** Increase individualized learning opportunities for high achieving and gifted students.

**Evaluation Data Sources:** Superintendent Scholars Program, ACT/SAT Scores, AP Exam Scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure use of high quality literature and other resources in AP and Pre-AP classes to increase rigor and depth and complexity of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased rigor and depth in lesson plans, increased walkthrough performance data</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, District Advanced Academic Coordinator</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement strategies to support increased student participation and achievement on TSI, ACT, SAT, and AP exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student participation and achievement on applicable exams</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, CCMR Specialist, Advanced Academic Teachers, District Advanced Academic Coordinator</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Intentionally support students entering the Accelerate Program to ensure success in dual credit and other advanced courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success in program as measured by credit accrual</p> <p><b>Staff Responsible for Monitoring:</b> Lead Counselor, CCMR Specialist</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Group GT students during the WIN period to enhance learning with specific enrichment activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased success in advanced academic courses and overall campus enrichment improvement</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

**Staff Responsible for Monitoring:** Associate Principal, Lead Counselor

**ESF Levers:**

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 2:** Increase student achievement and involvement for all student populations.

**Performance Objective 3:** Increase student achievement to reflect improved Meets and Mastery scores on EOC scores.

**Evaluation Data Sources:** TAPR, EOC data, district TCAs and DBAs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Support the campus literacy initiative by utilizing the reading lists developed for students in each grade level in an effort to enhance the development of reading comprehension in preparation for state and college preparatory testing programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading proficiency results in Renaissance, Reading Plus, increased English EOC scores at least 5% higher in Meets category than last year</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, ELAR Teachers, English Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase effectiveness of SIT math and reading classes by adding Strategic Learning Math at the 9th grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading and math proficiency through Renaissance data, Reading Plus data</p> <p><b>Staff Responsible for Monitoring:</b> SIT Reading Teachers, SIT Math Teachers, Instructional Specialists, Associate Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement intentional data driven instructional planning (DDI) in ALL PLCs to ensure data from weekly performance tasks and campus/district assessments drives instructional decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans reflecting DDI process, walkthroughs reflecting reteach practices</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, PLCs, Content Teams, Associate Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue ELDA course to support newcomers through English courses while acquiring the English language.</p> <p><b>Strategy's Expected Result/Impact:</b> Scaffolded instruction and native language support in order to support newcomers in acquiring English, increased proficiency reflected in TELPAS data</p> <p><b>Staff Responsible for Monitoring:</b> ELDA Teacher, ELA Instructional Specialist, Associate Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement ESL Reading I and II courses at the junior and senior level to support newcomers and beginner EBs.</p> <p><b>Strategy's Expected Result/Impact:</b> Scaffolded instruction and native language support in order to support newcomers in acquiring English; increased proficiency reflected in TELPAS data</p> <p><b>Staff Responsible for Monitoring:</b> ESL Reading Teacher, ELA Instructional Specialist, Associate Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Utilize resources, such as Progress Learning (USA Test Prep), Ed Puzzle, and Desmos, to support accelerated instruction in ELA, math, science and social studies in preparation for end-of-course exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Approaches and Meets standard percentages in all subject areas</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, At-Risk Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
<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 2:** Increase student achievement and involvement for all student populations.

**Performance Objective 4:** Improve alignment in overall curriculum and instruction across grade levels and content areas.

**Evaluation Data Sources:** T-TESS Walkthrough Data, Documentation of Calibration Activities between Administrators and Instructional Specialists





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> T-TESS Appraisers will calibrate and dialogue weekly to ensure consistency and meaningful feedback in T-TESS walkthroughs and evaluations.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved alignment and understanding of the evaluation rubric, improved feedback to teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Meet regularly with core CCMS teachers to ensure alignment in curriculum, instruction and strategies across grade levels and subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Tighter alignment vertically and horizontally with curriculum and instructional expectations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct regular meetings of Pre-AP and AP teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure alignment in curriculum, instruction and strategies across grade levels and subject areas to ensure preparedness for AP students on AP exams</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, Department Chairs</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levels:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use WIN time for STAAR, ASVAB, TSI, ACT, SAT, and AP testing. Time will be used to review study skills and other resources such as Progress Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on all college and career readiness assessments</p> <p><b>Staff Responsible for Monitoring:</b> CCMR Specialist, Instructional Specialists, District Advanced Academics Coordinator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Increase teacher quality, recruitment, and retention through meaningful professional development and aligned processes and programs.

**Performance Objective 1:** Provide opportunities for teachers and staff to participate in decision-making forums.

**Evaluation Data Sources:** Forum sign-in sheets, PD sign-in sheets, Panorama survey, Safe/Civil Schools Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide opportunities for teachers to have a voice in campus decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff participation in campus decision-making opportunities, improved Panorama survey data reflecting positive campus climate and culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CDMC Leader, Associate Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue the UHS Teacher Leadership Team comprised of teacher leaders across the campus from all disciplines that will work to align instructional processes, develop deep learning in secondary literacy, and lead the campus in best practices in order to close literacy gaps and help prepare students for career, military, or college readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Build future leaders by using instructional teacher leaders to support district and campus initiatives through teaching and supporting other teachers</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** Increase teacher quality, recruitment, and retention through meaningful professional development and aligned processes and programs.

**Performance Objective 2:** Provide extended support for teachers with 1-5 years of experience.

**Evaluation Data Sources:** Mentor meetings, Walkthrough Feedback, Action Coaching Scripts

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Partner teachers in their first year with an instructional specialist to provide training on campus systems and procedures.  <b>Strategy's Expected Result/Impact:</b> Reduction in stress for new staff, consistency with implementation of campus systems and procedures  <b>Staff Responsible for Monitoring:</b> Campus Mentor Coordinator, Instructional Specialists,</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Support teachers who are in their first two years of teaching through a mentor teacher and check-in process every three weeks to ensure new teachers have designated time for support.  <b>Strategy's Expected Result/Impact:</b> Reduction in stress for new staff, Consistency with implementation of campus systems and procedures  <b>Staff Responsible for Monitoring:</b> Campus Mentor Coordinator, Mentor Teachers</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Partner with Baylor to build teaching capacity of current and future staff.  <b>Strategy's Expected Result/Impact:</b> Increased teacher retention and recruitment, development of future teachers  <b>Staff Responsible for Monitoring:</b> Associate Principal, Principal, Baylor Liaison</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>



Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Communicate opportunities for teachers and staff to access the district's LPC for help as needed. <b>Strategy's Expected Result/Impact:</b> Counseling support provided at no cost to adults who need assistance <b>Staff Responsible for Monitoring:</b> Principal, Counselors	Formative		
	Jan	May	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:** Increase teacher quality, recruitment, and retention through meaningful professional development and aligned processes and programs.





**Performance Objective 3:** Provide professional development that improves instruction for all students.

**Evaluation Data Sources:** PD Sign-In Sheets, Lesson Plans, Walkthroughs, Action Coaching Scripts

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create flexible PD modules for teachers to attend as allowed by the district calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be allowed to choose PD sessions that are tailored to meet their needs by either content or experience</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development on culturally responsive teaching and engaging students with rigorous, relevant, and meaningful learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation and engagement from students and teachers inside and outside of the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide training in literacy expectations in classrooms and oversee implementation of required strategies.  <b>Strategy's Expected Result/Impact:</b> Consistency in literacy approaches across the campus, improved student achievement data  <b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, Instructional Leadership Team</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Facilitate a book study, "The Right to Literacy in Secondary Schools," during PLCs in order to effectively implement literacy efforts across the campus.  <b>Strategy's Expected Result/Impact:</b> Consistency in literacy approaches across the campus, improved student achievement data, increase in teacher knowledge and skills of effective literacy practices  <b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, Teacher Leadership Team</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide professional development on pre-teaching academic vocabulary to help students interact with the text more critically and effectively (linked to AVID Site Team goal).  <b>Strategy's Expected Result/Impact:</b> Consistency in literacy approaches across the campus, improved student achievement data  <b>Staff Responsible for Monitoring:</b> AVID Site Team Administrator, AVID Site Team, Associate Principal</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Present professional development "side-by-side" for WICOR terms and strategies to inform how existing instructional practices are aligned with AVID terms (linked to AVID Site Team goal).</p> <p><b>Strategy's Expected Result/Impact:</b> Consistency in literacy approaches across the campus, improved student achievement data</p> <p><b>Staff Responsible for Monitoring:</b> AVID Site Team Administrator, AVID Site Team, Associate Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide professional development on higher order thinking questions and sentence stems to increase classroom engagement, rigor, and equity (linked to AVID Site Team goal).</p> <p><b>Strategy's Expected Result/Impact:</b> Consistency in literacy approaches across the campus, improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> AVID Site Team Administrator, AVID Site Team, Associate Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Provide professional development for content teachers to support the instructional needs for EBs students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance for ELLs in core content courses, data reflected in district TCAs, DBAs, EOC scores, and TELPAS scores</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, District ELL Support</p> <p><b>ESF Levels:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>



Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide professional development for all SPED co-teach and inclusion classes to support the instructional needs for SPED students in these classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance for special education students in core content courses; data reflected in district TCAs, DBAs, EOC scores</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, SPED Department Chair, Instructional Specialists, District SPED Support</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide professional development to staff to support homeless students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance for students in homeless situations, assurance of basic needs being met by staff involved with students in homeless situations</p> <p><b>Staff Responsible for Monitoring:</b> District Homeless Outreach Services Department</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Increase teacher quality, recruitment, and retention through meaningful professional development and aligned processes and programs.

**Performance Objective 4:** Provide ongoing professional development that supports campus wide systems and structures that focus on lesson planning, DDI, and Action Coaching.

**Evaluation Data Sources:** PD sign-in sheets, DDI scripts, Action Coaching scripts





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Train teachers on lesson plan expectations and DDI (Data Driven Instruction) through PLCs and team planning.  <b>Strategy's Expected Result/Impact:</b> Improved lesson planning practices and rigor, improved reteaching practices  <b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide teachers with ongoing feedback regarding lesson plan rigor and the DDI process.  <b>Strategy's Expected Result/Impact:</b> Improved lesson planning practices and rigor, improved reteaching practices, consistent T-TESS walkthrough feedback  <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialists</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use Action Coaching to increase the use of effective observation and feedback cycles.</p> <p><b>Strategy's Expected Result/Impact:</b> Creation of systems and processes around observation and feedback in relation to lesson planning and instructional strategies</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Conduct a weekly review of lesson plans to ensure fidelity of lesson plan training and intentional instructional execution in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will be in Forethought at the Principal designated day and time every week; school leadership will review instructional plans prior to or during walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide training on the A-F accountability system and use new learning to develop intervention strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administrators will have a clear understanding of accountability system allowing them to identify areas of focus to improve and areas to leverage improvement in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Accountability systems and Data Analysis</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Integrate literacy strategies across the curriculum to close achievement gaps.

**Performance Objective 1:** Implement common reading and annotation strategies in all classrooms.

**Evaluation Data Sources:** Reading Plus, TCAs, DBAs, EOCs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use a common reading strategy (AVID "Marking the Text") to create consistency for students across all classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement with text by students, improved reading proficiency levels Tier 2 and Tier 3 reading, increased EOC scores</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use Reading Plus during WIN time with HB4545 English I and II groups in order to increase basic reading skills and gain in overall reading proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved reading proficiency levels for Tier 2 and Tier 3 Reading</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 4:** Integrate literacy strategies across the curriculum to close achievement gaps.

**Performance Objective 2:** Incorporate writing in all classes using AVID and other strategies throughout the year.

**Evaluation Data Sources:** Reading Plus, TCAs, DBAs, EOCs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use AVID Learning Logs with higher order thinking questions to create consistency for students across all classes (linked to AVID Site Team goal).</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement with text by students, improved reading proficiency levels Tier 2 and Tier 3 reading</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, AVID Site Team Administrator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use exit tickets and other formative assessment methods at the end of lessons in order to anchor student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement with text by students, improved reading proficiency levels Tier 2 and Tier 3 reading</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, AVID Site Team Administrator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use content-based stems and common higher order thinking questions for students during classroom discussion (linked to AVID Site Team goal).</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement with text by students, improved reading proficiency levels Tier 2 and Tier 3 reading</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Specialists, AVID Site Team Administrator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
<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:** Integrate literacy strategies across the curriculum to close achievement gaps.

**Performance Objective 3:** Implement strategies to develop strong literacy skills and deep content understanding in core content classes and CTE.

**Evaluation Data Sources:** Reading Plus, TCAs, DBAs, EOCs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Facilitate structured discussions (i.e., Socratic Seminars) in English courses for students to deepen content understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement by students in English classes, improved scores on TCAs, DBAs, EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Asst. Principals, English Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct individual student conferences in English classes at least once a six weeks to discuss reading and writing performance and set student goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement by students in English classes, improved scores on TCAs, DBAs, EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, English Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teach students to write or verbally describe procedures using key sequence words and key science vocabulary in the correct context.</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement by students, improved scores on TCAs, DBAs, EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Science Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Have students practice describing their results and conclusions in science classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement by students, improved scores on TCAs, DBAs, EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Science Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Require that students justify their solution and explain solution in the context of the problem, verbally or in writing with sentence stems for justifications, in math classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement by students, improved test scores on TCAs, DBAs, EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Math Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Allow time for students to verbally practice analyzing math problems by asking them to explain the steps for solving the problem.</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement by students, improved test scores on TCAs, DBAs, EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Math Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Teach students to verbalize the sequence of steps in a CTE project or assignment.</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement by students, improved classroom performance through products, assessments, and writing assignments</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Dean of Academies, CTE Department Chair</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Communicate with each student at least once per six weeks per to discuss deep content understanding in their CTE course and to set student goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement by students, ability to demonstrate literacy skills in CTE and transfer learning to other subjects, improved scores on products, assessments, and writing assignments</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Dean of Academies, CTE Department Chair</p> <p><b>ESF Levels:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Teach students to formulate and support an argument (verbally or in writing) by using text evidence within the social studies classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement by students, improved test scores on TCAs, DBAs, EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Social Studies Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide opportunities for students to engage in verbal discussions and write within social studies context using text evidence and examples.</p> <p><b>Strategy's Expected Result/Impact:</b> Active engagement by students, improved test scores on TCAs, DBAs, EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Social Studies Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# Addendums

## 2022-2023 Campus Needs Assessment Data--Demographics

### Demographics: Who are we?

<b>Description of School</b>	<ul style="list-style-type: none"><li>● <b>How do we describe our school? What is our story?</b><p>UHS is an urban secondary school with grades ranging from 9th - 12th grade located in South Waco. This school does accept transfer students from other schools and districts. Student enrollment varies but current enrollment is 1607 (4/13/2022) students with approximately 165 professional staff members including teachers, professional support, campus administrators, and educational aides. UHS has an accelerated program designed for students to receive their associate degree before graduating high school and a CTE program offering many pathways in Career, Technology, and Military education.</p><p>In 2013, University High School was merged with the AJ Moore Academy, a magnet high school in Waco ISD. UHS now offers 8 on-campus academies (Engineering; Automotive Technology; Education &amp; Training; Arts, AV, &amp; Communication; Health Science; Culinary Arts; Law &amp; Criminal Justice; Business and Finance; 2 current off-campus academies (GWAMA and GWAHCA), and 2 future academies (FEA and Fire/EMT) that students can choose from which they can earn endorsements. UHS is also in its fourth year of the Accelerate Program which provides dual-credit classes to more students, with the goal of graduating students with a high school diploma and an associates degree from McLennan Community College.</p><p>UHS has a high minority population, with 75.30% of students identifying as Hispanic, 18.36% African American, 4.92% White, 1.18% Mixed, 0.19% American Indian or Alaska Native, and 0.06% Native Hawaiian or Pacific Islander. 87.11% of the student body is economically disadvantaged. While Biology and US. History EOC scores have always been strong, the school has made slow gains in English I and II scores.</p><p>We are UHS, we are engaged with students, with a high rate of success with students engaged, we know from the successes of the students.</p></li><li>● <b>Who are our stakeholders and are they included in the planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan?</b></li></ul>
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- The stakeholders of University High School include members of the community; students, teachers, and staff of the campus; and businesses and organizations of society. Members of the community are welcome to attend the campus monthly CDMC (Campus Decision Making Committee) meetings and campus monthly BAB (Business Advisory Board) meetings. Campus faculty and administrators attend monthly faculty meetings. Students of organizations including TAFE (Texas Association of Future Educators), NHS (National Honor Society), HOSA (Future Health Professionals), and Student Council meet regularly to discuss ways to enhance their respective programs and hence contribute to the overall CIP.
- **Do our special programs align with the needs and desires of our students, parents and community? (e.g. Gifted/Talented, CTE, SCE, Bilingual/ESL, Special Education, Title 1, 504, Fine Arts, Athletics) Do they align with the philosophy and beliefs of our teachers and administrators?**
- Our special programs align with our students, parents, and the community. The Gifted/Talented program strives to enroll students in PRe-AP, AP, and Dual-credit courses in order to give those identified students an opportunity to excel academically. The CTE program at University High School has 8 pathways of study on-site as well as 4 off-campus pathways of study to offer students a variety of concentrations. THE SCE implementation at UHS and Waco ISD as a whole helps reduce dropout rates and gives students an opportunity to earn their diploma in an alternative setting. Many of our students are Bilingual/ESL, and the district provides many aides to assist students and teachers who fall into this category of students. Additionally, teachers receive ongoing professional development focused on helping these students succeed. UHS 504 (Rehabilitation Act of 1973) implementation is consistent with state requirements. Students are met regularly by a committee to confirm accommodations are helping students achieve success in the classroom. Teachers are made aware of student accommodations through email and collaborative apps such as Eduphoria and Branching Minds collaborative RTI software. UHS also utilizes our Title 1 funds in



	<p>accordance with state requirements to ensure students are adequately equipped with the necessary tools to succeed in the classroom. The Special Education department conducts regular ARD meetings and strives to individually provide assistance to students in need. Fine Arts and Athletics at UHS provides a safe and competitive resource for students to learn and succeed at various activities. UHS band, choir, jazz band, mariachi band, and orchestra provide staff, students and community members many opportunities to see them in action and are award-winning programs. The JROTC program at UHS has a reputation of helping produce some of the most successful community members in the Waco area. Athletics in Waco has a long history and UHS continues to provide football, volleyball, basketball, track, powerlifting, soccer, baseball, and softball. All of these programs align with the philosophy of our teachers and administrators.</p>
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<p><b>School Environment Data</b></p>	<ul style="list-style-type: none"> <li>● <b>What are student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and learning?</b></li> </ul> <p>Currently, UHS has over 2300 discipline referrals for the year. These referrals are targeting 558 students, which relates to most of our referrals are repeat offenders. The majority of the referrals are coming from our 9th grade cohort (1552), followed by our 10th grade cohort (394). Most of the discipline referrals are for violation of student code of conduct or non-compliance issues. These referrals have resulted in 456 ISS placements and 196 OSS placements. The referrals and placements are affecting learning by lack of classroom attendance and engagement. The students who are receiving referrals show to be repeat offenders. In turn, repeat behavior requires ISS or OSS placement at minimum. Out of classroom placement hinders the learning process by any degree. 151 discipline referrals are for disruption. Not only is that affecting the student doing the disrupting, but it affects the learning of all students around them.</p> <ul style="list-style-type: none"> <li>● <b>What is the student mobility rate? What support systems are in place to assist these students? Where do students go and come from?</b></li> </ul>
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**Within the district: WHS/Brazos, local districts: La Vega, Connally, Midway, Robinson**

- **What is the average class size, student-to-teacher ratio and student-to-support staff ratio?**
- **What are the attendance/tardy, truancy and drop-out/retention rates? What trends are seen over the last 3-5 years? What strategies are in place to promote high attendance? Tardy slips, cohort meetings, Sat. School, Perfect Attendance Lunch, after-school tutorials, night school**
- **What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance? Lunch detention/ISS**
- **What does the student-level data reveal about excused absences, unexcused absences and tardiness?**

**Student  
Race/Ethnicity  
Tipton**

- **How many students do we serve by race/ethnicity? List the percentage of each group:**

African-American: 18.19% (292)

American Indian: .19% (3)

Hispanic: 75.45% (1211)

Pacific Islander: .06% (1)

2 or more races: 1.18% (19)

White: 4.92% (79)

Enrollment noted in 2020-2021	Enrollment by grade level as of 4/2022
9th grade: 482	9th grade: 530
10th grade: 449	10th grade: 373
11th grade: 471	11th grade: 366
12th grade: 423	12th grade: 336
Total: 1825	Total: 1605

- **How does the number of males compare with females by grade level? (about 4% fewer males overall)**

**52.96% F**

**47.04% M**

**9th grade: female - 243 (49.9%) male - 244 (50.1%)**

**10th grade: female - 227 (50.6%) male - 222 (49.4%)**

**11th grade: female - 267 (56.6%) male - 205 (43.4%)**

**12th grade: female - 213 (50.4%) male - 210 (49.6%)**

- **How many graduates go on to community college? Universities? Trade schools? Work?**

**Graduates enrolled in higher education = 57.4%**

**Graduates enlisted in military = 31.2%**

- **How many students graduate from high school with college credit?**

**Students with dual course credit = 38.6%**

**Student Groups**

- **What Student Groups do we serve? List the percentage in each group: economically disadvantaged, English learner, special education, former special education, continuously enrolled and non-continuously enrolled. Also include Title I, homeless, migrant, gifted and talented, and at-risk. List the percentage of other designations, such as homelessness, and discuss trends, etc.**

<b>Student Group</b>	<b>Percentage</b>
Economically Disadvantaged	88.16%
English Learner	16.20%
Special Education	8.85%
Former Special Education	0%
Continuously Enrolled	93.83%
Non-Continuously Enrolled	6.17%
Title I	100%
Homeless	1.87%
Migrant	0.25%
Gifted and Talented	13.52%
At-Risk	67.4%

- **What do we know about the needs of each of the groups of students we serve, especially those who are failing or at risk of failing?**

Needs of Economically Disadvantaged, Homeless, and At-Risk students

- Reliable transportation
- Nutritional resources
- Medical resources including behavioral health
- Basic technological literacy training
- Academic intervention including outside of regular school hours
- Goal planning

	<ul style="list-style-type: none"> <li>-Opportunities for career planning and assessment other than 2 and 4-year degrees</li> <li>-Assistance finding financial resources for post-secondary education</li> <li>-Mentor Programs</li> <li>-Community and School partnerships</li> <li>-Communities in Schools</li> <li>-No Place for Hate</li> <li>-Voice: social/emotional curriculum</li> </ul> <p>Needs of English Learners</p> <ul style="list-style-type: none"> <li>-Access to parent communication in native language</li> <li>-Outreach to families that may not be comfortable making inquiries</li> </ul>
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<b>Staff Data</b>	<ul style="list-style-type: none"> <li>● <b>Who are our staff members? How do their skills, training and certification align with our students' needs and demographics? Discuss the percentage of state certified (traditional certification and alternative certification methods), number years' experience, race/ethnicity, school leaders preparation and leadership capabilities. and how these differ from previous years.</b></li> </ul>												
<b>Campus Breakdown</b>													
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 30%; text-align: center;"><u>2019-20</u></th> <th style="width: 30%; text-align: center;"><u>2020-21</u></th> </tr> </thead> <tbody> <tr> <td><b>Total Staff</b></td> <td style="text-align: center;">147.0</td> <td style="text-align: center;">147.6</td> </tr> <tr> <td><b>Professional Staff</b></td> <td style="text-align: center;">92.9%</td> <td style="text-align: center;">92.9%</td> </tr> <tr> <td><b>Teachers</b></td> <td style="text-align: center;">76.1%</td> <td style="text-align: center;">78.2%</td> </tr> </tbody> </table>		<u>2019-20</u>	<u>2020-21</u>	<b>Total Staff</b>	147.0	147.6	<b>Professional Staff</b>	92.9%	92.9%	<b>Teachers</b>	76.1%	78.2%
	<u>2019-20</u>	<u>2020-21</u>											
<b>Total Staff</b>	147.0	147.6											
<b>Professional Staff</b>	92.9%	92.9%											
<b>Teachers</b>	76.1%	78.2%											

<b>Professional Support</b>	11.9%	9.9%
<b>Campus Admin</b>	4.1%	4.7%
<b>Educational Aides</b>	7.8%	7.1%
<b>Librarians</b>	1.0 Count	1.0 Count
<b>Full Time Counselors</b>	4.0 Count	4.0 Count
<b>Part-Time Counselors</b>	1.0 Count	1.0 Count

**Teachers by Ethnicity & Gender**

	<b>2019-20</b>	<b>2020-21</b>
African American	9.9%	13.4%
Asian	0.9%	0.9%
Hispanic	20.9%	17.9%
Two or More Races	2.2%	2.9%
White	66.6%	64.9%
Male	52.8%	52.8%
Female	47.2%	47.2%

**Teachers by Highest Degree Level**

	<b>2019-20</b>	<b>2020-21</b>
No Degree	4.8%	3.8%

Bachelors	70.5%	67.2%
Masters	23.8%	32.5%
Doctorate	0.9%	0.9%

<b>Teachers by Years Experience</b>		
	<b>2019-20</b>	<b>2020-21</b>
Beginning Teachers	65.2%	3.6%
1-5 Years	15.8%	38.0%
6-10 Years	6.2%	20.2%
11-20 Years	4.8%	24.3%
Over 20 Years	7.9%	13.9%

- **What systems are in place to support new teachers? Are they effective? What strategies and structures are in place to build capacity?**
  - Mentoring system in place for new teachers
  - Support from instructional specialists and appraisers
  - Content team
  - Need more targeted PD
  - Ability to build capacity has to do with TIA and ability to grow your own teachers as leaders; what are the incentives to bring more teachers in
    - Program a few years ago that the district paid for you to get your masters in admin
    - These kinds of programs that are building leaders give incentive to stay
  
- **What support is available for teachers whose student performance is below district and/or state standards?**
  - Instructional specialists
  - Teacher modeling
  - Growth plans
  - Conferencing with appraisers

	<ul style="list-style-type: none"> <li>- English has a lot of targeted PD for EOC</li> <li>- Reference EOC for student performance</li> </ul> <ul style="list-style-type: none"> <li>● <b>What professional development and resources are needed? How are these needs identified?</b> <ul style="list-style-type: none"> <li>- Vertical Alignment</li> <li>- Content based PD</li> <li>- New teacher classroom management</li> <li>- New teacher instructional strategies</li> <li>- Technology resources for interested teachers</li> </ul> <p>District and campus personnel create professional development activities based on a campus level or district level needs assessment</p> </li> <li>● <b>What professional development is available? In what format? How often? What follow-up support is available? What structures are in place to ensure that teachers and others implement what they learn?</b> <ul style="list-style-type: none"> <li>- Instructional Specialists provide PD based off of downtown PD's that they attend</li> <li>- Campus and District opportunities</li> <li>- Region 12</li> <li>- Most campus PD is in-person. There are some other opportunities for virtual PD</li> </ul> </li> </ul>
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<b>Parents/Guardians/ Community</b>	<ul style="list-style-type: none"> <li>● <b>What is our community like and who are the residents? Describe the community and residents, including parents. Details might include major professions, labor markets, age, status of community (growing, declining), languages spoken, diversity, family income levels, family education levels, homeowners vs. renters, crime rates, emergency services, recreation centers, census information, etc.</b></li> </ul> <p>The UHS community consists of a diverse group of students and parents. This community is based in the Waco metropolitan area and includes areas of Robinson as University High School serves (general area). As a result, the most accurate statistics about this population can be collected from the City of Waco Chamber of Commerce, the Bureau of Labor Statistics, and the US Census</p>
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Bureau. Waco is a growing community thanks in no small part to Baylor University and the Magnolia company attracting tourism and new residents to the area. As of February 2022, the Bureau of Labor Statistics estimates that there are 132,232 people in the civil labor force of the Waco metropolitan area with 126,856 of them being employed. This equates to an unemployment rate of 4.1%. Major labor markets include Trade, Transportation, and Utilities (18.2%), Education and Health Services (17.4%), and Government (15.8%). The biggest individual employers in the Waco area are Baylor University, Waco ISD, and healthcare providers like Ascension Providence and Baylor Scott and White. The median income of Wacoans is just over \$40,000 and 25.3% of Wacoans live below the poverty line which is far higher than the national average of 11.4%. 82% of the population aged 25 or above have at least a high school diploma and 17.1% of the population between 25 and 65 have at least a bachelor's degree. 43.7% of Waco is white (non-Hispanic or Latino), 31.8% is Hispanic or Latino (any race), and 20.6% is Black or African American (non-Hispanic or Latino). 69.4% of residents speak only English and 22.6% speak English and another language. Crime in Waco is 42.69 per 100,000 residents. 47% of Wacoans own the homes that they live in and over 50,000 residents live with family or other non-traditional living arrangements. The City of Waco has four recreational centers listed below: Bledsoe-Miller Community Center located at 300 MLK Blvd (254) 750-8684; Dewey Park Community Center located at 925 N. 9th St (254) 750-8677; Harrison Senior Center located at 1718 N. 42nd St (254) 772-9317; Multi-Purpose Center located at 1020 Elm Avenue (254) 750-5980; South Waco Community Center located at 2815 Speight Ave (254) 750-8650; Sul Ross Senior Community Center located at 1414 Jefferson Ave.: (254) 752-6412.

All relevant statistics collected from the City of Waco Chamber of Commerce, Bureau of Labor Statistics, and the US Census Bureau listed below

**Population**

- Population census for city of Waco as of April 1, 2020 is 138,486 (USCB)

**Employment**

- In civil labor force, total, percent of population 16 years +, 59.9% (WCC)
- Labor civil force- 5,153
- Employment- 7,836

- Unemployment rate- 2.2% (checked with bureau of labor stats- says 4.2)
- Employment by industry (highest to lowest)
  - Trade, Transportation and Utilities- 18.2%
  - Education and Health Services- 17.4%
  - Government- 15.8%
  - Manufacturing- 12.0%
  - Leisure and Hospitality- 10.2%
  - Professional and Business Services- 10.1%
  - Mining, Lodging and Construction- 6.5%
  - Financial Activities- 6.1%
  - Other Services- 2.9%
  - Information- 0.7%

**Education**

- High school graduate or higher, percent of person of 25 years+- 82.3%
- Bachelor's degree or higher, under age 65 years- 17.1%

**Income**

- Median household income in 2020- \$40,349
- Persons in poverty- 25.3%

**Housing Information**

- Owner-occupied housing unit rate- 47.0%
- Households with families and living arrangements- 50,108

**Linguistics**

- Speak only English 96,048
- Speak a language other than English 31,364

**Race (USCB)**

- White alone- 66.9%
  - White alone non-Hispanic or Latino- 43.7%
- Black or African American alone- 20.6%
- American Indian and Alaskan Native alone- 0.4%
- Asian alone- 2.2%
- Native Hawaiian and Other Pacific Islander alone- 0.1%
- Hispanic or Latino- 31.8%

**Crime**

- Number of crimes total- 5,912
- Crime rate (per 100,000 residents)- 42.69



### **Demographics Strengths:**

- 1. Effective implementation of special programs: G/T, CTE, SCE, Bilingual/ESL, Special Education, Title 1, 504, Fine Arts, Athletics. We have seen improvements in participation and excellence in achievement.**
- 2. Increasing number of experienced and highly qualified teachers: 20% increase in years of experience in multiple sectors and increased education level of teachers on campus from bachelors degree to master's degree**
- 3. CCMR readiness: 82.6% of students go on to higher education or the military. 38.6% graduate with some sort of college credit.**

### **Demographics Problem Statements (add more than 3 if committee sees the need to do so).**

#### **1. TEACHER RETENTION -**

The number of new teachers has drastically decreased since last year. Recruitment and retention need different approaches.

**Problem Statement #1:** New teachers are in need of more targeted PD in the areas of classroom management and instructional strategies.

**Root Cause:** The pandemic has limited how new teachers learned their craft. The current political environment has made it difficult to recruit teachers and incentivize them to stay. Not enough opportunities for teachers to grow in their leadership outside of learning the classroom and moving to admin.

- 2. STUDENT GROUPS -** UHS has many sub-populations with various needs. Overall issues have to deal with lack of access to opportunities, due to high poverty rate and at-risk status.

**Problem Statement #2:** Our at-risk student population has a variety of needs that are not being sufficiently met: from transportation to food to healthcare. Students lack basic life skills such as technological literacy. Students have little to no frame of reference for setting goals and planning for careers or college. Due to basic needs not being met, attendance and participation in school suffers.

**Root Cause:** More than double the national average of our students live below the poverty line. Students do not have access to social/emotional learning to the extent that they need. Teachers cannot meet all these needs.

- 3. STAKEHOLDERS & SCHOOL ENVIRONMENT -** There are resources in the community that many campus personnel are unaware of or do not know how to access, such as:

- Mentor Programs
- Communities in Schools
- No Place for Hate
- Voice: social/emotional curriculum, anti-drug and alcohol awareness
- CAP: College Advancement Program

**Problem Statement #3:** There is a lack of communication and connection between the campus and the community. There is not a designated person that addresses parent and family concerns. Certain families are very involved while others are not involved at all. At-risk students and families must be informed of the resources available and their feedback is needed to address them effectively.

**Root Cause:** Communication is inconsistent. Consequences are not administered with equity. Parents who felt unseen/unheard/mistreated in school perpetuate the mindset that the student and the school are at odds with each other.

## 2021-2022 Campus Needs Assessment Data--Perceptions

**Perceptions: How well do we conduct business at school? What are our strengths? What are our weaknesses?**

<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• <b>How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.</b></li> </ul>
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Ethnicity	2022	2021	2020	Percent Change 2021 to 2022	Percent Change 2020 to 2022
African American	81.07	89.93	95.37	-8.86	-14.3
Hispanic	83.71	91.12	95.25	-7.41	-11.54
White	84.64	92.62	95.45	-7.98	-10.81
Two or More Races	90.83	90.12	90.59	0.71	0.24
American Indian	92.97	99.69	98.59	-6.72	-5.62
Pacific Islander	94.53	No data	No data	N/A	N/A
Asian	No data	99.69	96.95	N/A	N/A

Our African American students used to have one of the best attendance rates of all the race/ethnicity groups but has dropped 14.3% since 2020. Our 1 Pacific Islander student has a 94.53% attendance and our 3 American Indian students have a 93.97% attendance rate. Our 2 or more races students (19 total), have had a consistent attendance rate over the last 3 years (it was low for previous years but high considering this year's overall drop).

Cohort	2022	2021	2020	2019	
2022	84.37	89.53	96.07	93.13	-11.7 percent change since 2020
2023	82.05	91.31	95.33		-13.28 percent change since 2020
2024	85.06	92.98			-7.92 percent change since 2021
2025	82.50				N/A

Our senior cohort's attendance has dropped 11.7% since 2020. The junior class's attendance has dropped 13.28% since 2020. The sophomore class has the best attendance this year at 85.06%.

- LEP student attendance is almost equal to non-LEP student attendance for the 2022 school year (83.04% compared to 83.21%)

- Our SpEd students' attendance is down to 82.78% from 93.19% in 2021 and is worse than our non-SpEd students (where it was better than general population students in 2021).
- Our Economically Disadvantaged students' attendance is down to 82.55% from 90.7% in 2021 and is worse than our non-EcoDis students.
- **What is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the 7 race/ethnicity groups and 7 student groups?**
  - Of the 161 incidents that resulted in an Out of School Suspension, 76 incidents involved African American students (56 of which dealt with insubordination or violation of the student code of conduct), 82 incidents involved Hispanic students (74 of which dealt with insubordination or violation of the student code of conduct), and 3 incidents involved students of 2 or more races (all of which dealt with insubordination or violation of the student code of conduct)
  - Of the 161 incidents that resulted in an Out of School Suspension, 30 incidents (18 African American and 12 Hispanic) involved Special Ed classified students
  - Of the 161 incidents that resulted in an Out of School Suspension, 54 incidents (26 African American and 28 Hispanic) involved female students and 107 incidents involved male students (50 African American students, 54 Hispanic students, and 3 mixed race students)
  - Using a  $\chi^2$  Goodness of Fit Test, there is a p-value of 0.0000001 (meaning that the probability that the ethnic/racial distribution of students that are written up are proportional to the racial distribution of students enrolled at UHS has a 0% chance if it really is proportional). The two counts that are contributing the most (proportionally) is that we write up many more African American students (41% have been written up) and write up fewer Hispanic students (22% have been written up).

Observed Unique Counts	Expected Counts	Population
120 Unique Black Students Written Up	75.14	292 Black
264 Unique Hispanic Students Written Up	311.64	1211 Hispanic
7 Unique Mixed Students Written Up	4.89	19 Mixed
21 Unique White Students Written Up	20.33	79 White
412		1601
X <sup>2</sup> Comp List		
{26.782267766835,7.282664613015,0.91044989775051,0.022080668962125}		
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○

- Far fewer GT students are African American than expected. Far more GT students are not economically disadvantaged than expected.

216 GT Students	
Observed	Expected
17 Black	39.29
178 Hispanic	162.97
1 Mixed	2.55
20 White	10.63
95 Free Lunch	98.38
44 Not EcoDis	25.57
73 Other Dis	89.10
4 Reduced	3.74
55 Freshman	71.33
48 Sophomores	50.20
52 Juniors	49.26
61 Seniors	45.22
102 Female	114.39
114 Male	101.61

- **How is conflict reduced? Discuss results of any mentoring, peer mediation, etc.**
  - Mentor groups have been established with teachers/staff members who are volunteering their time in the Be the Good program. There are roughly 30-40 students served by 20 staff members. Students were chosen who were at-risk but with leadership potential by teachers and APs.
  - Mentor group is becoming a safe place. Mental health of students has suffered for the last couple of years. Students are opening up with some of our mentors.
  - Increase in mental health/suicidal cry-outs during the 2021-2022 school year.
  - Some students were also chosen to be involved in another mentorship program led by Darryl Thomas lasting six weeks for at-risk students from all grade levels. APs chose 4 from each grade level who could benefit, and then the groups were changed around according to those most likely to attend.



- **What is the dropout rate or graduation rate? Differentiate it by 7 race/ethnicity groups and 7 student groups. (Middle & High Schools)**

- The drop out rate for the 2019-2020 school year is the last reported and increased to 2.9% (higher than the state's average) for the district with a campus annual dropout rate of 1.1% (down from 4.2%).
- Middle school dropout rate has doubled and is sitting at 0.6% for the 2019-2020 school year.
- The two subgroups with the highest dropout rate at UHS are African American (1.7%) and Economically Disadvantaged (1.2%). Creation of the Night School program is to help target these potential dropouts.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2019-20	98.3%	97.1%	<b>96.4%</b>	95.8%	96.5%	96.0%	*	*	-	96.9%	96.1%	96.3%	97.2%
2018-19	95.4%	94.5%	<b>93.5%</b>	92.4%	93.8%	92.8%	-	*	*	91.2%	92.9%	92.7%	93.8%
<b>Chronic Absenteeism</b>													
2019-20	6.7%	9.5%	<b>15.5%</b>	21.4%	13.5%	19.8%	*	*	-	26.3%	17.0%	15.5%	10.6%
2018-19	11.4%	14.2%	<b>21.5%</b>	29.1%	19.4%	22.0%	-	*	*	31.6%	24.0%	25.8%	18.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2019-20	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2019-20	1.6%	2.9%	<b>1.1%</b>	1.7%	1.1%	0.0%	*	*	-	0.0%	0.0%	1.2%	0.4%
2018-19	1.9%	4.2%	<b>2.0%</b>	1.9%	1.9%	2.5%	-	*	*	10.5%	3.3%	1.6%	4.3%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	90.3%	83.9%	<b>93.7%</b>	92.4%	94.3%	88.5%	-	*	-	100.0%	91.7%	94.4%	91.7%
Received TxCHSE	0.4%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	5.8%	<b>0.2%</b>	0.0%	0.0%	3.8%	-	*	-	0.0%	4.2%	0.3%	0.0%
Dropped Out	5.4%	10.2%	<b>6.0%</b>	7.6%	5.7%	7.7%	-	*	-	0.0%	4.2%	5.3%	8.3%
Graduates and TxCHSE	90.7%	84.0%	<b>93.7%</b>	92.4%	94.3%	88.5%	-	*	-	100.0%	91.7%	94.4%	91.7%
Graduates, TxCHSE, and Continuers	94.6%	89.8%	<b>94.0%</b>	92.4%	94.3%	92.3%	-	*	-	100.0%	95.8%	94.7%	91.7%
<b>Class of 2019</b>													
Graduated	90.0%	79.3%	<b>93.5%</b>	96.5%	93.6%	88.5%	-	*	-	71.4%	75.9%	93.5%	82.9%
Received TxCHSE	0.5%	0.5%	<b>0.2%</b>	0.0%	0.3%	0.0%	-	*	-	0.0%	0.0%	0.3%	0.0%
Continued HS	3.7%	5.7%	<b>0.9%</b>	0.0%	1.3%	0.0%	-	*	-	0.0%	10.3%	1.1%	0.0%
Dropped Out	5.9%	14.5%	<b>5.3%</b>	3.5%	4.8%	11.5%	-	*	-	28.6%	13.8%	5.2%	17.1%
Graduates and TxCHSE	90.4%	79.8%	<b>93.7%</b>	96.5%	93.9%	88.5%	-	*	-	71.4%	75.9%	93.8%	82.9%
Graduates, TxCHSE, and Continuers	94.1%	85.5%	<b>94.7%</b>	96.5%	95.2%	88.5%	-	*	-	71.4%	86.2%	94.8%	82.9%

**Staff Engagement**

- **What is the staff turnover rate and how does it compare with previous years? Discuss staff mentoring results, staff perceptions of academic expectations, and average number of staff absences. Summarize any climate and culture survey reports.**

- Last year we had a turnover rate of 20.20% which was higher because of promotions and we had a large turnover due to coaching changes.
  - 20-21: 20.20%
  - 19-20: 13.4%
  - 18-19: 21.68%
  - 17-18: 15.95%
  - 16-17: 14.76%
- Staff Mentoring:
  - All 1st year teachers get a mentor
  - All 2nd year teachers have a buddy
  - All new teachers express the need for time/pd at the beginning of the year before students are here to covers policy, procedures, and systems
- Staff perceptions of academic expectations:
  - 80% Average over Attendance Rule has affected academic expectations
  - Attendance and behavior are more of a concern than academic expectations
  - Core subject are advocating for higher expectations and electives tend to want to allow for comprehensive assignments to show mastery/receive a minimum grade.
  - Advanced students seem to have slacked in terms of academic performance especially in the area of homework.
- Staff absences
  - Working on this (Beauchamp asked Brabham to get her hands on this information!!)
- Climate Culture Summary: Most teachers love being at University, however, they are frustrated and burned out! They want admin to enforce a strict cell phone policy. They want the drugs on campus to be taken care of immediately. They also all want APs to be on the same page with behavior, lesson feedback, etc. Most teacher frustration comes from the district office.

**Parent/  
Guardian/  
Community  
Engagement**

- **How are parent/guardian/community participation rates measured?**
  - Lack a way to measure parent/guardian/community participation rates?
  - Compile sign-in sheets for parents' involvement in different meetings.
  - How can we do more of that?
  - Some regression due to COVID (no lunch with the principals this year)
  - Parents do participate in attending the games
  - School Safety Survey?
  - Required Parent Information Meeting before every sporting event
- **How does the school consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education?**
  - Mrs. Olivarez is our Parent/Community Specialist. She has contacts at various churches in Waco who donate items at different times in the year. We had about \$5,000 donated in gift cards/items for our Be the Good mentor program, so snacks and lunches good be provided to those groups. Currently Antioch has three or four mentors who have started coming at lunch to meet with various students who were chosen by APs and teachers.
  - We have become a Shepard's Heart site with the use of our food pantry. Shepard's Heart brings items here and CIS and Librarian can let students into the food pantry before school, after school, and the last 15 min of 8th period (for those students who ride the bus).
  - The Business Advisory Board was just re-established in the spring of 2022. They would meet monthly before--reps from various businesses around Waco who wanted to support UHS students--to discuss things going on in CTE classes at UHS and potential for interns at their businesses. Businesses would also be given opportunities to donate or sponsor different CTE clubs (TAFE, Robotics, Rocketry, etc).
  -
- **What is the level of support from our community? Describe public support ratings for school.**
  - According to the Niche website when using the comparison school function, UHS has 445 ratings with an average of 4 stars. WHS has 235 ratings at 3.5 stars; Robinson HS has 187 reviews at 4 stars; Lorena has 148 at 3.5 stars.

- From Niche: Only 54% of the 91 respondents said they thought that “lots of kids participate in clubs and organizations”
- This year, we will have a First Responders’ Day on campus. (Hosted by Gunns)
- Official University HS Facebook page has over 5.3k likes/followers
  - Any posts that come from culinary are the highest liked and commented on--maybe if we had an open lunch or tasting that parents signed up for that happened during the day, it would be well attended “Pie and Coffee in the Afternoon” or “Afternoon Tea” or “Break Time”
  - We could aim for one parent night per semester--Tech Night could be in the Fall, Digital Citizenship in the Spring, STAAR Information Night before December or April Testing Dates, STEM Night
- **How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.**
  - Only had 16 responses to committee made survey (only 2 from the Safe and Civil Schools survey)
  - Based on the DIP Parent Feb. 2020 survey (primarily WHS parents) viewed teachers positively
  - Over 80% shared that the teachers did a good job teaching expectations for behavior and work as well as sharing grading policies and procedures. Encouraging results can be seen in responses to how parents feel welcomed, get supported when they ask and the communication is good, over 74% in each area.
  - From Niche, 88% of 130 responses said teachers genuinely care about students.
  - From Niche, UHS received a B rating in Culture and Safety “Based on chronic student absenteeism, suspensions/expulsions, and survey responses on the school environment from students and parents.”
  - From Niche, in the past 12 months there have been 32 comments posted, 7 of which were rated 3 stars, 15 at 4 stars, and 10 at 5 stars with an average rating over the past 12 months being a 4.09
- **Are there any barriers that prevent participation by parents/guardians/community?**
  - Lack of updated phone numbers and emails

- Parents not given adequate notice of events
- Lack of Technology, language barriers, work schedules, lack of student organizations
- Work schedules that continue into the evening/lack of time
- Lack of childcare

- **How do parents and guardians describe their child's school? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school?**

- 88% are proud that their students attend UHS
- 88% believe that UHS cares for their children.
- 1/16 thought that their child didn't feel safe at school
- 88% believe that their child is getting a good education
- \*\*\*\*Biggest area for improvement is in the area of communication.
- \*Note: these statistics are based on 16 responses from parents. This is a very small sample and doesn't give a full picture of parents' opinions and perceptions

- **How do parents and guardians learn and understand about their child's learning standards, learning expectations and progress?**

- Parent Portal
- Parent Tech Night
- Canvas Observer
- Parent Teacher Conferences/IGCs/ARDs/504s
- Emails, phone calls, text messages from teachers

- **How are parents and guardians involved in activities to improve student achievement and school performance?**

- Use of Facebook to disseminate information
- Parent and Student Newsletter UHS News has been sent out every month to all parent emails in the system since September--has important dates and events, a spotlight section on a focus issue (testing, IDs, Sat School, technology, etc), a message from the principal, and now a section with images of student achievements from the previous month. Parents who see and read it are very complementary.
- Required attendance to meetings for student athletes to join sports this year

## Students

- **Top takeaways from the student comments of Safe and Civil Schools survey**
  - Students feel that the dress code is not enforced equitably.
  - Students do not like the current dress code.
  - Students feel strongly about the restrooms being closed.
  - Students feel there is a lot of marijuana use at school.
  - Students feel LGBTQ+ are targeted.
  - Students feel that there have been several instances where adults (teachers and security guards) have made them feel unsafe (specifically sexual comments).
  - Students want to get rid of the 10/10 rule to allow students to use the restroom when needed.
- **How do students describe their school and learning environment?**
  - Not as bad as Waco High
  - Better than Waco High
  - Teachers are tired from all of the responsibility and changes due to COVID and have caused some to show a lack of motivation with teaching.
  - Some teachers don't try... They just do slide presentations, notes, and videos. Lack of interaction. Lack of school spirit.
  - Idiotic. We come here for no reason. It is uncoordinated. We can do better things with our time.
  - Ever since COVID, things have gone downhill
  - Some of the teachers make you feel like you are at home and heard
  - Not a big enough focus on our futures. They teach us to become workers, not successful businessmen.
  - It's not that bad but we can do better
  - There is no school involvement anymore
  - There is not enough activities for students to be involved in... especially lacking in the clubs department
    - Would like to see wrestling at UHS, boys volleyball, gaming club?
  - Students don't come because they have zero motivation for school
  - Teachers don't really help. They tell you what to do it and then expect you to know how to do.
- **Are the processes and programs in place helping them find success from one grade level to the next?**
  - Students want to have grade level lunches to create a sense of belonging
  - New student: CIS, Student Council, NPFH, etc.

	<ul style="list-style-type: none"> <li>○ We used to have Freshman Fish Camp</li> <li>○ Class Meetings are informative but redundant: social media account for University? To disperse pertinent info</li> <li>○ We have lacked a lot of consistency and so it has changed students' mindsets when it comes to school.</li> <li>○ CIS: tutoring, any other needs addressed</li> <li>● <b>Do they feel safe and have a sense of belonging?</b> <ul style="list-style-type: none"> <li>○ No, don't feel safe in lunchroom and restroom           <ul style="list-style-type: none"> <li>■ Restrooms: smoking, lack of privacy, no tp dispensers, vandalized, clogging toilets</li> <li>■ Lunchroom: large area, don't have manners, kids are running loose and wild</li> <li>■ Girls locker room: non athletes entering; particularly in the AM</li> </ul> </li> <li>○ Need to bring back pep rallies for sense of belonging, need to be on campus to get more participation</li> <li>○ Need more ways to have students get involved</li> <li>○ Students involved in culinary, sports, and band</li> <li>○ Certain teachers who communicate and listen make you feel safe</li> <li>○ There are friend groups based on where they went to middle school/elementary</li> </ul> </li> <li>● <b>Is school challenging for them, worth their time and providing a well-rounded education?</b> <ul style="list-style-type: none"> <li>○ No, because there is a lack of caring for mental health and things happening at home</li> <li>○ No, because it is just about grades (just turn it in)</li> <li>○ No, because it doesn't apply to the real world</li> <li>○ No, because we need more life skills classes</li> <li>○ Yes and no:           <ul style="list-style-type: none"> <li>■ Yes, learn from projects and volunteering where knowledge is applied</li> <li>■ Financial Math or Money Matters should be required to graduate.</li> </ul> </li> </ul> </li> </ul>
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<b>Community</b>	<ul style="list-style-type: none"> <li>● <b>How does the community describe its school(s)?</b> <ul style="list-style-type: none"> <li>○ Used to turn over</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>Does the school create pathways to engage and support the community?</b> <ul style="list-style-type: none"> <li>○ Engage, yes</li> <li>○ Support community? <ul style="list-style-type: none"> <li>■ Voting station</li> <li>■ Could we get Voice to hold parenting programs or things like that?</li> </ul> </li> </ul> </li> </ul>
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<b>Teachers</b>	<ul style="list-style-type: none"> <li>● <b>How do teachers describe their school?</b> <ul style="list-style-type: none"> <li>○ <b>There are strong perceptions that tardies, absenteeism and on campus drug use are issues @ UHS</b> <ul style="list-style-type: none"> <li>■ Tardies - only one respondent felt it was not a problem over 60% rated it a serious problem</li> <li>■ Absenteeism - only one respondent felt it was not a problem almost 80% rated it a serious problem</li> <li>■ Drugs - only one respondent felt it was not a problem over 50% rated it a serious problem</li> </ul> </li> </ul> </li> </ul> <p><b>There are relatively strong perceptions that school admin needs to work on communicating more effectively and work on consistency and effectiveness of behavior management/disciplinary approaches.</b></p> <ul style="list-style-type: none"> <li>● 32% behavior management and discipline is inconsistent</li> <li>● 39% current approach to behavior and discipline is ineffective</li> <li>● 34% current system is inadequate at identifying and helping students who need help</li> <li>● 38% current discipline and behavior approach contributes negatively to job satisfaction</li> <li>● 26% feel that Admin needs to communicate more effectively</li> </ul> <ul style="list-style-type: none"> <li>● <b>Are the processes and programs in place helping them find success with their students?</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 38% current discipline and behavior approach contributes negatively to job satisfaction</li> <li><input type="checkbox"/> 35% feel that student behavior makes it difficult for students to learn</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Do they feel safe and have a sense of belonging?</b></li> </ul>
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	<ul style="list-style-type: none"> <li>○ <b>Generally yes</b> <ul style="list-style-type: none"> <li>■ <b>100 % of respondents felt respected by their peers.</b></li> <li>■ <b>Less than 5% of respondent felt a threat of violence towards staff</b></li> </ul> </li> <li>● <b>Do they love to teach and see the results of their work with students?</b></li> <li>● <b>How are they supported by administration?</b> <ul style="list-style-type: none"> <li>○ <b>There is a high sense of support (83%, Item52)</b></li> <li>○ <b>26% feel that Admin needs to communicate more effectively</b></li> </ul> </li> <li>● <b>Do they receive powerful professional development to develop their skills?</b> <p>I don't know if teachers would describe it as powerful. They enjoy campus run professional development over district mandated.</p> </li> <li>● <b>Do teachers work together to support each other? (Items 49-51)We like and respect one another, but we could use improvement in communicating and collaboration.</b> <ul style="list-style-type: none"> <li>- <b>Some teachers (testables with teams) use a daily agenda complete with social norms and a weekly agenda to follow which allows for organized collaboration, planned data meetings, and split planning for multiple prep teachers (inclusion, co-teacher, EB, Advanced Academics). Ex: <a href="#">PLC Norms</a></b></li> </ul> </li> </ul>
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<b>All Stakeholders</b>	<ul style="list-style-type: none"> <li>● <b>How do we engage all stakeholders in vision, mission, goals, strategies and values that focus on a safe environment and high expectations?</b> <ul style="list-style-type: none"> <li>○ CDMC</li> <li>○ Parent Newsletters</li> <li>○ CIS Newsletters</li> </ul> </li> <li>● <b>Comments:</b> <ul style="list-style-type: none"> <li>○ We need more opportunities for engagement. Planned in advance which allows for working parents. <ul style="list-style-type: none"> <li>■ Communicate parent nights at least 2 weeks before school</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>■ Have another parent night a couple of weeks after school starts to get on the same page with any differences in expectations</li> <li>■ Parent tech nights at the start of school</li> <li>■ Parent Tailgate back if health protocols allow</li> <li>■ Have content parent teacher nights once a semester (kids with failures need to sign up or if you just want to talk with a teacher, sign up)</li> <li>■ *Teachers could use TalkingPoints and have parents sign up so that we can communicate with different home languages.</li> </ul> <ul style="list-style-type: none"> <li>○ An idea students had was for a teacher feedback system like in college where you communicate whether or not you felt cared for by teachers, etc. at the end of each semester or year. Like a course review.</li> </ul>
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**Perceptions Strengths:**

1. Staff mentoring for new to campus teachers
2. New student mentor groups
3. Increase in school involvement after the 2020-2021 school year for students
4. We have started a Parent Newsletter! September-May every month!
5. Start of Night School and HB4545 tutorials
6. Adding a one semester timeline for attendance recovery
7. Adding in Student Portal and raising awareness

**Perceptions Problem Statements (add more than 3 if committee sees the need to do so).**

## 1. Problem Statement #1: Attendance

### Root Cause:

- “You make it easy to leave...”
  - Walk out the door
  - Security doesn’t stop
  - Doors are propped open
  - Need Perez Parking Lot Patrol
- 80% Attendance Rule
  - Works for the first semester as motivation to pass if they have already messed up their attendance
  - Deincentivized for the second semester
- Classes that are not tied to their endorsement
  - \*\*\*Need to not keep kids in “duplicate” courses (Money Matters/Dollars and Sense and Financial Math)
- Residuals of covid learning
- Lack of ability to run excessive absence report. Lack of teacher tracking of attendance. Need to bring back RTI tracking of excessive absences.
- Lack of education on attendance, grades, credit, earning potential of diploma holders, pathways/designations, etc.

## 2. Problem Statement #2: Teacher Turnover

### Root Cause:

- Micromanagement from district and additional responsibilities.
- Lack of follow up on security issues.
- Focusing on the wrong things (IDs and hoodies). Cell phones are a huge issues.
- Lack of coaching more focus on nitpicking
- Need TEAMS to be set up to automatically send emails to the teacher if there is follow up to a discipline report (need someone to email who is in ISS each period)
- No way for teachers to document tardies. Bring back tardies in TEAMS and then not miss class time (have kids fill out form via QR code)
- Get scanning IDs for students to go to restroom, get in the building, etc.
- Security lacks consistency... makes teachers the only bad guys...
  - Only teachers enforcing IDs
  - Don’t monitor doors consistently
  - Students think that security doesn’t care
  - ALL stakeholders need to say something ALL the time
- New PRIDE monitoring system

## 3. Problem Statement #3: Parent Communication

### Root Cause:

- Not having ways to communicate with Spanish speaking parents (no template for progress reports/report cards in Spanish)

- Need a parent calendar
- Need timely and consistent communication.... Give at least two weeks notice for every parent event.
- Give the option to put phone number instead of email?
- Have TalkingPts or some form a parent communication be set up at the start of the semester
- “The more aggressive monitoring of students, the sooner the students will be back on track.” - current senior.
  - Attendance emails
  - Grades
  - Tardies
  - Behavior

## 2021-2022 Campus Needs Assessment Data--School Processes and Programs

### Processes and Programs: What are our procedures, methods and practices?

<b>Personnel--Policy and Procedures</b>	<p><b>What is the process for recruiting, selecting, assigning, inducting and retaining high-quality educators? Are high quality teachers placed in classrooms/subjects based on student need and teacher strength?</b></p> <p>Teachers are placed in their subject area based on strengths as well as student and campus needs.</p> <p>It is a common perception that some teachers are perceived to be placed in classes because they can handle the testable subjects or they have strong classroom management skills, while other teachers are perceived to get the lesser challenging courses due to weaker skill sets. Retaining teachers is challenging due to putting these burdens on the “good” teachers who have the skills to manage classroom behavior and are instructionally sound. An area of concern is retaining these teachers and having accountability for teachers who do not have these skill sets. Teachers believe if students were held accountable for their actions it would be easier to retain good people.</p> <p>The Baylor PDS Program is an important part of recruiting, selecting and inducting teachers to UHS. After being here as Juniors and sometimes coming back their Senior year, the campus and content teams have a good idea of individual strengths of teacher candidates. When they are offered a position, they have a clear idea of the student population and what they are saying yes to, therefore the retention rate is good.</p> <p>The district offers incentive programs for certain positions that are in high need. Staff can earn \$500 for referring a teacher, diagnostician, ASHA speech therapist, or LSSP. The mentorship program the district uses pairing all new teachers with an experienced mentor. The district hosted a job fair here at UHS, many “hopefuls” met with administrators.</p>
<b>Professional Practices</b>	<p><b>How does our campus develop instructional leaders? Are their roles and responsibilities clear?</b></p> <p>UHS has an Instructional Leadership Team. The team understands that they are the instructional leaders for their colleagues and the entire campus. They have been instrumental in monitoring our HB4545 tutorials and working together to help UHS be better academically. The ILT team members help monitor lesson planning and step in when needed for teacher observations, PLCs and mentoring the many “new</p>

to the profession” teachers.

Teacher leaders are identified and invited to the ILT. Additionally, when offered teachers are encouraged to participate in leadership PD, i.e. the Baylor symposium, and then return to share their “findings” with the campus

The roles and responsibilities being defined as the IS position is new. However, it seems to be that the IS’s are used pretty much for everything, and the stress of the position is extremely difficult.

**What is our process for developing a focused improvement plan that addresses the root causes of low performance? Are our stakeholders involved in this process? How do we track progress towards intended outcomes of performance objectives?**

We have four subcommittees to analyze demographics, student learning, school processes and programs, and perceptions. The committees are made up of the ILT (Instructional Leadership Team), AVID members, administrators, counselors, paraprofessionals, and community/parent representatives. Once the data is collected and needs are identified, goals and strategies will be formed. Each committee is supposed to work together to identify strengths and weaknesses in each sect. As weaknesses are identified, committee members brainstorm on the causes of said weaknesses and possible solutions.

We implemented cohort meetings this year. The processes for this need to be refined so more stakeholders attend and give input at these meetings

**How do we plan for professional development in order to address the root causes of low performance?**

According to Keonna White, Executive Director of Professional Development and Curriculum, district professional development is based on research-based practices.

The district PD department is currently collaborating across departments to use data to identify the problems that are projected to have the highest impact.

Students from low- income and underserved communities need what their non-low-income counterparts need:

- Access to high quality teaching
- Inclusive environments that showcase their strengths and the strengths of their families.

It is the perception of the UHS staff that administrators plan PD on what the newest fad and state “non educational” leaders believe we should be doing. Usually resulting in more paperwork, less teaching.

**What is planned for professional development? Describe how professional development is planned and the current impact it provides.**

Professional development needs to be focused on the root problems we find through our needs assessment and attempt to address those concerns. The PD plan should be set early, tied to campus needs and goals, and then communicated frequently to staff. There also must be a focused follow through on any professional development conducted.

**Staff believe:**

PD is focused on paperwork.

PD could have been an email.

PD is another form of micromanagement.

PD is a waste of time and repetitive. It doesn't focus on our biggest barriers, the lack of “buy in” found in our students and our staff members.

PD is bureaucracy based, not STUDENT based. What do we do to help our KIDS?

**Staff Requested PD**

technology, (Google, Canvas)

School Wide expectations regarding rules/punishments, cellphones

Mental Health for staff and students

Team Building Activities among the entire staff

NOTHING ON LESSON PLANS

More “productive” PD's that involve “We Do” activities where the staff can Plan, Solve and Implement strategies and have ILT members, PD Hosts, admin lead us and HELP not direct.

De Escalation Training

Trauma Informed Teaching

Conscious Discipline

Gang Recognition Training

Drug Recognition

How to teach kids living in Poverty?

Content Specific (History, CIT, Math etc. )

RESPECTING our students. They won't respect us, if we don't all respect them.

**How are decisions made in our district?**

Lately, it seems that district administration takes it upon themselves to make decisions for the campuses without consulting with campus personal and keeping open communication. Examples are: DOI, Emails to entire student body regarding absences and tutorial make up, implementation of added tutorial and night school sessions at the end of the year. Etc.

**Describe how PLCs or other leadership groups participate in decision-making.**

PLCs make decisions on instruction for their classes based on data. The district content coordinators seek input from teachers in development.

There may be some type of representation of teachers “as a whole” but it's not clear that teachers are represented fully in the decision making process. (See above examples of district decision making.)

Improvement is needed in this area, which could include options such as: teachers completing opinion surveys on topics where their input is needed (especially on topics like: cell phone policy in the classroom); meeting with teachers as subject groups/ or in PLC's where they are present. And... teacher input is actually implemented. When you ask around, you can't find people that actually voted for the calendar that was approved, yet here we are, working 15 minutes later each day. Perhaps, have teachers come in 15 minutes earlier, so that we don't have to stay so late. Popular teacher opinion is that there “isn't any use of asking our opinions, if our opinions are ignored.”

At this time PLCs are not directly involved in decision making, their input is requested when a decision involving their content is made when needed, but not always

The campus ILT gives input on campus decisions  
District decisions are often made without PLC and campus group input unless it is given by admin during district leadership meetings

**Do we include teachers and other staff in decision making?  
Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.**

Improvement is needed in this area, which could include options such as:

Teachers completing opinion surveys on topics where their input is needed (especially on topics like: cell phone policy in the the classroom)  
Meet with teachers as subject groups/ or in PLC's where they are present and ask each group what they need.

An anonymous survey has been requested to ask.  
“If you could change 3 things on this campus, what would you change?”  
“What are 3 things you would NOT change?”

Don't just ask for the teacher's input, actually listen and implement their request. Teachers have more “buy in” when they feel that they are part of something big and special. If you have “ownership” you tend to care more.



	<p><b>How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?</b></p> <p><b>How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?</b></p> <p>Needs are analyzed by the ILT team as they work in committees to research and identify the problems using the CNA as a guide.</p> <p>Students and student learning should be the priorities.</p>

<p><b>Programs and Opportunities for Students</b></p>	<p><b>What programs are operating in a school? Are these programs aligned with our vision, mission, goals, and values? Do our programs focus on a safe environment and high expectations?</b></p> <p>UHS has the following programs in place: Reading Plus, CIS, AVID <b>WHAT ELSE?</b></p> <p>UHS Mission: To work as a team of students, teachers, parents, and community members who Love, Serve, and Care about our students today so they can Love, Serve, and Care as learners and leaders tomorrow.</p> <p>UHS has 11 Academies that train students in job-ready skills</p> <p>Baylor Professional Development Schools is a partnership between Baylor and University High to help develop and grow young teacher candidates under the supervision and in partnership with strong “master” teachers. The program is designed to grow these young professionals, not necessarily to help in raising the scores of state assessments, although co-teaching and reducing teacher to student ratios can assist in that endeavor. The program is a good fit and aligned with our vision.</p>
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**How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction? Consider data for increasing the amount and quality of learning time and providing enrichment and acceleration.**

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**What is significant about the data with enrollment and participation in: special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment? Numbers need to be verified as recent.**

At UHS we have 14% of our students who are gifted and talented. 2 % of our students are identified as dyslexic. 7% of our students are part of the special education program, while 5% of students are identified as 504. We also have 13 % of our students who are in the ELL program.. At UHS we serve 41% of our student population in some way with an exceptionality.

We do have over 98% of our students in a career and technical education program. We have increased the number of annual graduates almost by double those who graduated with Dual Credit courses. 13% have graduated with an AP course. We have 68% of graduates who are career and college ready.

We still have a deficit in the area of Graduates under an Advanced Degree Plan Identified as Special Education, but our CTE coherent sequence coursework aligned with

Industry based certifications is at 87%.

We currently serve 247 active ELL and monitor 28 students. We have 2 sections of ELDA class for newcomers, beginners and some early intermediate students.

All programs strive to meet students' individual needs and provide them with the care and support they need to be successful.

**What is the status of programming in science, technology, engineering, art and mathematics (STEAM), as appropriate?**

?????

**How is the school meeting college, career and military guidance and counseling? Include any postsecondary education and career awareness and exploration activities. (TEA Priority)**

Students in the special education program are given transition questions as early as 12 years old; we start discussing what they want to do after high school.

	<p>AVID, Upward Bound - in the past the district gave mandatory CCMR lessons that were taught through the English classes, but this does not appear to have happened in 2020-2021.</p> <p>Lessons in classes are being aligned to the real world and how the skills/knowledge can be used upon graduation.</p> <p>College shirt Thursdays The Dual Credit/ Accelerate program helps address college readiness.</p> <p>Academy classes address career exploration. Students are encouraged to choose a focus in 9th or 10 grade, but many students are given opportunities to take elective courses within other academies.</p> <p>Recruits from all military branches visit the school. How about “Military Mondays”? Do they speak as guests in the history classes?</p> <p><b>What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.</b></p> <p>1:1 computers for students Hotspots available as needed/requested Student achievement data Flipped classrooms Station rotations Edpuzzle</p> <p><b>What are any other significant data findings for programs and services that have a significant link to challenges that could become prioritized problem statements and root causes? Examples may include coordinated school health services, social services, fine arts, athletics, etc.</b></p> <p>?????</p>
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<b>Procedures</b>	<p><b>What actions do we take to support powerful teaching and learning? Do we align curriculum and assessment to TEKS with a year-long scope and sequence?</b></p> <p>YAGs ( Year at a Glance) are developed by central office content coordinators for the core areas, and those are tightly aligned to the TEKS.</p> <p>UHS uses the district produced pacing guides as well as district created TCAs (taught curriculums assessment) to assess.</p>
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Each lesson planning session in PLCs starts with the pacing guide and the TEKS and aligns lessons to those standards.

LOTE, Fine Arts and CTE courses need district pacing guides like the core content areas.

**Are our lesson plans and instruction objective and data driven? Do they include critical thinking, formative assessments, and interventions?**

For the PLC groups, heavy emphasis has been occurring to align lesson plans, objectives, formative assessments, and data-driven instruction all year.

Teams focus on their Know/Shows in planning and when involved in DDI (Data Driven Instruction).

**Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.**

Integrate technology into all classes

Make wi-fi available in all parts of the building (dance hall doesn't have)  
Increase teacher knowledge and skills regarding the use of district digital learning management systems to support instruction. Make CANVAS mandatory.

Provide high-quality, on demand training for teachers to support digital learning and effective instructional strategies for 1:1 learning environments

**What are the school conditions for learning, including protecting instructional time? Discuss anything significant. Example details might include master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc.**

Our master schedule is dictated by an 8-period day with 45 minutes classes, and a 20 minute intervention WIN period dedicated to helping improve reading scores on campus and in the district.

All of our core STAAR tested classes and teachers have dedicated time for a PLC, while STAAR tested and all other teachers have a conference period everyday.

Teachers can offer tutorials before or after school, and we ask that they choose at least a minimum of 2 days a week offering a morning and afternoon session. HB 4545 has allowed us to offer mandatory tutorials and

accelerated instruction to our at-risk students who have traditionally struggled with STAAR/EOC testing.

We have tardy stations located throughout the building to write passes and help encourage students to get to class on-time so that they are not missing too much instruction time.

Our school is projected to begin at 8:30 AM and end at 4:15 PM for the 2022-2023 school year. We will be offering 465 minutes of instruction daily and 77,400 minutes of instruction for the 2022-2023 school year.

Summer school is offered by the district to help students recover credits lost throughout the school year. We offer 3 weeks of summer instructional time for students to recover credits lost, and we prioritize our student enrollment focusing on Seniors primarily and then work our lists down to Freshmen.

**What are the procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary?**

In years past we had a summer bridge program for all incoming ninth graders to acclimate them to high school and teach them some of the major differences between middle and high school as well as a specific social skills program.

Fine Arts, Specifically Choir, provides 8th graders an opportunity to meet with and connect with HS directors over the course of their 8th grade year as well as providing an opportunity to discuss HS Choir / HS classes & workload with current HS students.

Open house/Meet the teacher before school starts so students and families can walk the building and meet teachers and staff.

Do we have a day/event for freshmen to come to UHS and spend a day with student leadership in regards to “learning the layout, getting schedules early, getting hints on how to survive high school? )

Teen Leadership and freshman academy classes the first year. Study Skills class.

Perhaps the last two weeks of school, after EOCS we can conduct a “real life academy” teaching seniors real life skills, balancing checks, changing tires, paying taxes, finding apartments, deposits etc.

**What are the significant findings in classroom management?  
Explain procedures used to reduce overuse of discipline practices that remove students from the classroom.**

University High School Discipline Practices/Process:

1. Student warning
2. Teacher/ student having a private conference
3. If student fails to comply in class, have a process or strategy that works for you to address the issue.
4. Contact or email behavior specialist if student behavior continues after repeated warnings.
5. Parent contact by phone/email and/or personal conference with parent/student at school concerning discipline issues with student.
6. Teacher/student conference with Cohort AP and parent, if necessary. Especially if student's misbehavior continues.
7. Serious misbehavior incidents (cursing at teacher/fighting): Contact office and have security walk the student(s) to Cohort AP and then fill out a fast form as soon as possible.
8. Cohort AP will continue to follow WISD Student Code of Conduct, administrative discipline procedures and administer consequences as necessary.

**How do we maximize instructional time? Review data on school conditions for learning, including protecting instructional time. Discuss anything significant. Example details might include master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc.**

Possible ways to help maximize instructional time during the day:

- Implement a 24 Hour Notification for Sponsors/Extracurricular to send out lists of students who will be absent for an event the day before to the University Schoolhouse email and attendance clerks to maximize instructional time.
- Implement Tardy QR Code Scanning system that will collect student data and immediately notify parent(s) of tardiness to maximize instruction time.
- It has been suggested a charging area for all students to secure their cell phones so that they would not disrupt the class instructional time. Some teachers allow students to charge phones during class time.
- Also very much suggested that phones not be allowed except before/ after school and during lunch.

**What is our plan for school safety? Discuss data for bullying, drug, violence and suicide prevention, as appropriate.**

When bullying is reported to Cohort AP a district bullying report is initiated to find out if bullying has occurred and if bullying has occurred a bullying report is completed by the administrator and turned in to student management.

When drug issues are reported, they are investigated and handled by the Cohort AP. Cohort AP will follow the Student Code of Conduct in reference to the drug issue.

All violence issues are handled by the Cohort AP of the students involved and the Cohort administrator will follow the Student Code of Conduct in regards to the issue.

In regards to suicide prevention our counselors, student council and all staff is involved in presentation. We have implemented Suicide Awareness Programs during the school year. When a student threatens suicide, it is reported immediately to our counselors and administration. Parents are also contacted.

**What is our plan for school safety drills? How do we know that students and staff are well-trained? (Note: Be careful about not revealing too many details about safety plans since the CIP/DIP is a public document.**

Various drills are mandated/required each month and set by downtown administration located in student management.

Elizabeth Salinas is over Emergency Management and drills. She is in charge of training staff and students. Teachers/staff are trained at the beginning of the school year. Students are trained during the school year as we incorporate the drills.

### **Processes/Programs Strengths**

1. Recruitment, Selection, Assignments of High Quality Educators
2. Do our programs align with our vision, mission, goals and values? Do we have high expectations?
3. Does our school meet college, career and military guidance/counseling for our students? Is instructional time protected? Do we offer extended learning opportunities?

### **Processes/Programs Problem Statements**

**Problem Statement #1:** School Safety in regards to bullying, drugs, violence, suicide prevention

**Root Cause:** Cell Phones give students an opportunity to cyber bully, make drug deals and “schedule” fights/jumps.

**Problem Statement #2:** Is Professional Development based on Low Performance Causes?

**Root Cause:** Root causes of low performance are often overlooked, not tracked and not addressed. Again, more information on poverty and its effects on performance. We don't focus enough resources on dealing with students who live in poverty such as Ruby Payne and others like Capturing Kids' Heart. If we can somehow align the district to serve the majority of our population in poverty, and then focus on lesson planning and curriculum maybe we can make big strides and progress.

**Problem Statement #3:** Classroom Management? Is it handled correctly? Can we improve?

**Root Cause:** Expand this to entire school behavior management. Teachers are not consistent with following rules. One teacher will tell students to take hoodies off, while another won't. One will ask for tardy slips while another won't. There are no consequences for the teachers that do not have “buy in”. Cell phone usage allows students to ignore teachers. There is no special training for our new teachers in regards to classroom management. They are not taught this in college classes and need help. Incoming freshman are not “schooled” on what high school expectations are. A freshman assembly would be good to have on the first day. All teachers should go through the hand book with students on the first Friday of school. 1st period covers pages 1-2, 2nd period pages 3-4 , 3rd period 5-6 etc. This way all teachers and students know the rules.



## 2021-2022 Campus Needs Assessment Data--Student Learning

Student Learning: How well are our students doing?

### Student Performance

- What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.

**Campus distinctions since 2013:**

**\*\*we also analyzed the TAPR report from 2020-2021\*\***

Distinctions	Reading/ ELA	Math	Science	Social Studies	Academic Growth	Closing the Gaps	Post Secondary Readiness
2013							
2014			X				
2015			X				
2016		X	X				X
2017							X
2018		X			X	X	
2019		X					
2020 (na)							
2021							

**EOC Scores Over Time**

		Approaches	Meets	Masters
Eng 1	2017	41%	22%	1%
Eng 1	2018	47%	28%	3%
Eng 1	2019	55%	37%	5%
Eng 1	2022	44%	28%	3%

		Approaches	Meets	Masters
Eng 2	2017	50%	33%	2%
Eng 2	2018	55%	35%	2%
Eng 2	2019	57%	36%	4%
Eng 2	2022	65%	48%	5%

		Approaches	Meets	Masters
Alg 1	2017	82%	40%	11%
Alg 1	2018	83%	55%	27%
Alg 1	2019	76%	50%	26%
Alg 1	2022	68%	42%	23%

		Approaches	Meets	Masters
Bio	2017	77%	44%	10%
Bio	2018	83%	53%	22%
Bio	2019	83%	55%	18%
Bio	2022	70%	31%	8%

		Approaches	Meets	Masters
USH	2017	89%	55%	24%
USH	2018	91%	63%	30%
USH	2019	92%	67%	35%
USH	2022	84%	55%	29%

- **What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years. (Tip: Don't list scores without explaining the results. Focus on progress first, then achievement.)**

Analyzed the TAPR report from 2020-2021 year (emphasis on COVID years)

- Not surprising that data shows a decrease in approaches because they are the students who will benefit most from being in class versus the masters and meets
- English II students had some high school experience (part year of English I) versus Biology and Algebra which show greater decreases

**Results:**

**2019 Totals:**

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	1,220	331	-	450	413	2,414	
Approaches GL or Above	734	263	-	385	371	1,753	73
Meets GL or Above	436	157	-	245	267	1,105	46
Masters GL	44	78	-	81	140	343	14

**Explanation:**

- **How do we perform compared to a group of campuses of similar type, size, grade span, and student demographics? Are we earning Distinction Designations for achievement?**
  - Data shows that our campus data is higher. Has been higher in years past and still appeared to be trending upward.
  - We are trending upward compared to the district but lower when compared to the state. There are schools in the state with our demographics that have an A rating (goal of Edison and our school) but it is difficult.
- **Are our students on track to graduate? What is our longitudinal graduation and dropout rate?**
  - Page 9 on TAPR shows participation of who took the test. Participation rate decreased about the same on the campus and state level.
  - Looked over 4 year longitudinal rate for graduation rates...about the same from 2019-2020
- **What percentage of our students are enrolled in AP/IB. Scores in AP/IB, PSAT, SAT, and ACT? How are they doing?**
  - More students were enrolled before COVID hit... 2019 had a high rate of college ready students; took a huge dip in 2020 (hopefully higher this year)
  - AP Spanish class is testing online during the year but the main test at end of the year is not online
  - AP Spanish test was modified greatly for 2019 (first year of COVID) so data may be incomplete
  - College Board (AP) is so guarded with their materials

- More accessibility this year to materials that help prepare...so not sure what that will do for the scores this year
- How are teachers teaching this year...is technology implemented correctly in the classroom...
- Some students are more discussion based and do well in class but are not as good on a computer test
- How they are taking it (online versus paper) may cause a dip in numbers moving forward
- Tests are blank when given on paper or the graphic organizers are blank that is supposed to help them
- Do the teachers use graphic organizers?
- Minter: They don't compute the paper graphic organizers and the computer...their minds focus on if its on computer, it must all be on the computer
- **What is the performance status of our students for CCMR (College, Career, and Military Readiness)?**
  - CCMR also took a huge dip in 2020; 2019 we had a large number of students who were involved in CCMR classes and activities. Really helped with closing the gap that year for our rating
- **How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?**
  - Spring 2021 assessment was much lower than spring 2019
  - Not surprising that data shows a decrease in approaches because they are the students who will benefit most from being in class versus the masters and meets
  - English II students had some high school experience (part year of English I) versus Biology and Algebra which show greater decreases
  - In fall 2021, the same students who scored so low on the state assessment in the spring scored THE HIGHEST we have ever seen on the benchmark and district assessments - why? Same group of students taking English 1 STAAR did not do well at all but produced mastery results in the fall on the district benchmarks (STAAR stemmed questions)
    - Possibilities: marking the text across the school, paper test vs computer test, Reading Plus increasing reading comprehension

Student Learning Strengths:

1. Cross-curricular activities increased student engagement and retention (based on 2021-2022 classroom observations and activities)
2. Fine arts - choir, art, band, JROTC - increases student retention/attendance; tangible ownership; sense of belonging - enhancement of student culture
3. Reading Plus literacy - 33% of the words read in WISD! (high and middle schools)

**Student Learning Problem Statements (add more than 3 if committee sees the need to do so).**

1. Problem Statement #1: Students are not performing well on mandated tests (STAAR, TSI, PSAT, SAT) compared to other students in the state

Root Cause: not playing to our kids' strengths - not aligned to their learning strengths; teachers are not teaching to how the students learn (what they need). They are teaching the way they themselves learn.

Proposed solution: incorporate learning style strength/interest profile at the beginning of the year in each class - amended for the teacher/class as needed in order to use practical applications during lessons

2. Problem Statement #2: Not enough students are reaching the Meets and Mastery levels on STAAR tests in English, algebra, biology.

Root Cause: Students do not have enough opportunities to use higher level thinking/problem-solving skills such as project-based learning and socratic seminars

Proposed solution: Give students more opportunities to use project-based learning and socratic seminars

3. Problem Statement #3: Students' literacy rates are well below the state's scores.

Root Cause: Literacy rates are well below their grade level

Proposed solution: Keep doing Reading Plus, increase the fidelity in the classroom; keep doing "marking the text" with fidelity in every class.

Additional remarks:

- Train the teachers properly in all areas!
- Communicate the importance of doing all the strategies
- Communicate the importance of how our testing and classes contribute to our accountability (know the WHY)