

Waco Independent School District

Waco High School

2023-2024 Improvement Plan



Mission Statement

Waco High School Mission Statement: Through the consistent application of high-quality instruction and proactive communication with all WHS stakeholders, WHS professional educational staff will secure student success and empower students and staff via modeling positive behaviors as WHS becomes an Exemplary campus.

Waco High School - Where PRIDE Runs Deep

Personal Responsibility
Respect
Integrity
Determination
Excellence

Vision

Waco High School fosters an academically diverse and challenging curriculum within a secure and exciting environment.

Our graduates are the leaders of today and tomorrow.

Waco High School - Home of Waco's academic, artistic, and athletic leaders . . . today, tomorrow, and always!

Core Beliefs

Lion Pride Runs Deep!

Trust
Communication
Nurture Relationships
Respect Differences
Finish Together
Differentiate Learning
Safety and Facilities
Recruit and Retain

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	13
Parent and Community Engagement	14
School Context and Organization	15
Technology	17
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Engage families and the community to support student achievement and enhance campus goals.	21
Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.	25
Goal 3: Ensure a guaranteed and viable implementation of curriculum resources customized to the needs of the campus.	30
Goal 4: Develop and implement plans, systems, and processes to support improved campus ratings and ensure academic success for students.	35
Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.	41
Goal 6: Create and sustain safe and supportive learning environments.	45
State Compensatory	49
Budget for Waco High School	49
Personnel for Waco High School	49
Title I	50
1.1: Comprehensive Needs Assessment	50
2.1: Campus Improvement Plan developed with appropriate stakeholders	50
2.2: Regular monitoring and revision	50
2.3: Available to parents and community in an understandable format and language	50
2.5: Increased learning time and well-rounded education	50
2.6: Address needs of all students, particularly at-risk	50
3.1: Annually evaluate the schoolwide plan	50
4.1: Develop and distribute Parent and Family Engagement Policy	51
4.2: Offer flexible number of parent involvement meetings	51
Title I Personnel	52
Campus Funding Summary	53

Comprehensive Needs Assessment

Demographics

Demographics Summary

Waco High School is located in the western part of Waco and educates high school-aged students in grades 9-12 from the north, west, east, and some portions of south Waco neighborhoods. The student population at Waco High is diverse ethnically, academically, economically, and socially. The student population is 1,971 and dis-aggregates as follows: African American students (35%), Anglo students (11%), Asian students (0.5%), Hispanic students (53%), 2 or More Races (2%), Economically Disadvantage (89%), At-Risk (80%), Homeless/Unaccompanied Youth (5%), Career and Technology Education students (52%), Gifted and Talented students (15%), ELL (14%), and Special Ed. (10%).

Waco High School currently has 147 teachers, with 98% being fully state-certified.

Teachers by Ethnicity:

African American - 22.2 (15.1%)

Hispanic - 27.4 (18.6%)

White - 93.6 (63.6%)

American Indian - 0.0 (0.0%)

Asian - 2.0 (1.4%)

Two or More Races - 2.0 (1.4%)

Teachers by Sex:

Males 76.1 (51.7%)

Females 71.1 (48.3%)

Teachers by Highest Degree Held:

No Degree - 10.1 (6.8%)

Bachelors - 97.0 (65.9%)

Masters - 35.2 (23.9%)

Doctorate - 5.0 (3.4%)

Teachers by Years of Experience:

Beginning Teachers - 16.7 (11.4%)

1-5 Years Experience - 50.5 (34.3%)

6-10 Years Experience - 24.9 (16.9%)

11-20 Years Experience - 40.4 (27.4%)

21-30 Years Experience - 7.2 (4.9%)

Over 30 Years Experience - 7.4 (5.0%)

Demographics Strengths

Waco High School is a diverse campus. Research shows that diversity enables students to learn from each other across cultural boundaries. Additionally, diversity improves cognitive skills, including critical thinking and problem-solving. Diversity helps students develop social skills that employers value. Diversity enhances students' leadership skills and helps to develop social skills that employers value.

Waco High School provides educational opportunities that address the academic ability level of every student. Extra-curricular and co-curricular activities are provided to meet various student interests and develop the social skills of the diverse student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 2022-2023 data shows that African American students continue to score lower than their counterparts in all STAAR EOC subjects. **Root Cause:** Data shows that they transition from 8th grade to 9th grade significantly lower than other students. Discipline and attendance data shows that African American students have a higher absentee rate and discipline suspension rate.

Problem Statement 2: Waco High School has 11% of teachers new to the profession. **Root Cause:** This creates an issue in trying to train and retain staff to improve the overall culture of the campus.

Problem Statement 3: Waco High School has an increasing Emergent Bilingual (EB) demographic on our campus. **Root Cause:** Teachers are not properly trained on using ELPS strategies to instruct EB students.

Problem Statement 4: Waco High School has an 89.97% economically disadvantage (ED) rate. Our ED students are not participating in advanced academic coursework. **Root Cause:** We do not have a system to identify students that would benefit from participating in advanced academic coursework.

Student Achievement

Student Achievement Summary

Below you will find the STAAR EOC data for the 2022-23 school year.

	Spring 2023 STAAR EOC, English I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Waco High	716	29	3802	44.90%	49.72%	31.01%	3.91%
Economic Disadvantage	547	28	3783	43.77%	48.45%	27.61%	2.38%
American Indian/Alaskan Native	1	55	4659	85.94%	100%	100%	100%
Asian	1	55	4659	85.94%	100%	100%	100%
Black/African American	228	26	3706	39.98%	39.04%	20.18%	1.75%
Hispanic	427	30	3831	46.42%	53.86%	34.66%	3.51%
Two or More Races	15	29	3824	46.04%	46.67%	40%	6.67%
White	44	34	3982	53.41%	63.64%	45.45%	13.64%
Currently Emergent Bilingual	203	24	3671	38.05%	35.96%	19.70%	0%
Fourth Year of Monitoring	11	43	4232	67.90%	100%	72.73%	0%
Special Ed Indicator	54	20	3535	31.22%	18.52%	11.11%	0%

	Spring 2023 STAAR EOC, English II						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Waco High	586	30	3840	47.01%	58.36%	32.94%	2.73%
Economic Disadvantage	403	29	3819	45.95%	58.06%	30.27%	1.99%
American Indian/Alaskan Native	1	27	3775	42.19%	100%	0%	0%
Asian	1	54	4618	84.38%	100%	100%	0%
Black/African American	206	29	3805	45.16%	55.34%	29.61%	0.97%
Hispanic	324	29	3811	45.76%	56.79%	29.63%	1.54%
Two or More Races	10	38	4103	59.69%	80%	60%	20%
White	44	39	4141	61.29%	77.27%	65.91%	15.91%
Currently Emergent Bilingual	151	24	3646	37.32%	39.74%	13.24%	0%
Fourth Year of Monitoring	5	37	4036	57.81%	100%	60%	0%
Special Ed Indicator	39	20	3525	31.33%	23.08%	7.69%	0%

	Spring 2023 STAAR EOC, Algebra I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Waco High	529	24	3709	41.46%	65.78%	22.50%	5.48%
Economic Disadvantage	403	24	3704	41.25%	67.49%	21.34%	3.97%
Black/African American	175	22	3610	27.60%	58.70%	11.96%	1.00%

Black/African American	173	22	3019	37.09%	36.29%	14.80%	4%
Hispanic	308	25	3747	43.04%	69.16%	25.32%	5.19%
Two or More Races	11	25	3717	41.76%	72.73%	18.18%	18.18%
White	35	27	3819	46.34%	71.43%	37.14%	11.43%
Currently Emergent Bilingual	145	24	3676	40.02%	62.07%	17.93%	2.07%
Fourth Year of Monitoring	4	32	4001	54.24%	100%	50%	0%
Special Ed Indicator	50	23	3637	38.31%	58%	14%	4%

	Spring 2023 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Waco High	591	21	3818	39.01%	75.97%	28.60%	7.11%
Economic Disadvantage	448	20	3775	37.06%	74.33%	23.44%	4.46%
Asian	1	48	5174	90.57%	100%	100%	100%
Black/African American	179	18	3710	34.13%	67.04%	16.76%	2.23%
Hispanic	354	21	3826	39.51%	77.97%	31.07%	6.78%
Two or More Races	13	24	3973	45.43%	100%	38.46%	15.38%
White	44	27	4111	51.76%	88.64%	52.27%	25%
Currently Emergent Bilingual	155	17	3667	32.36%	69.03%	15.48%	0%
Fourth Year of Monitoring	10	33	4349	62.26%	100%	90%	30%
Special Ed Indicator	45	16	3598	29.64%	46.67%	13.33%	2.22%

	Spring 2023 STAAR EOC, US History						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Waco High	411	39	4070	49.37%	90.02%	58.88%	23.11%
Economic Disadvantage	269	38	4053	48.59%	90.71%	56.13%	21.56%
Asian	2	45	4270	57.69%	100%	100%	0%
Black/African American	134	35	3951	44.92%	86.57%	46.27%	17.91%
Hispanic	223	39	4082	49.74%	90.58%	60.54%	23.32%
Native Hawaiian/Pacific Islander	1	41	4149	52.56%	100%	100%	0%
Two or More Races	10	43	4200	54.49%	100%	80%	20%
White	41	47	4353	60.16%	95.12%	82.93%	41.46%
Currently Emergent Bilingual	76	32	3864	41.08%	81.58%	39.47%	5.26%
Fourth Year of Monitoring	11	45	4269	57.34%	100%	90.91%	27.27%
Special Ed Indicator	40	30	3778	38.94%	80%	32.50%	5%

Below you will find the AP scores for the 2022-23 school year.

			Test Takers Who	Students Enrolled Who				

2023	Enrolled	AP Exam Tested		Passed		1		2		3		4		5		
Course Title	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Chemistry	22	20	91%	11	55%	50%	4	20%	4	20%	9	45%	1	5%	1	5%
Calculus AB	12	10	83%	1	10%	8%	3	30%	6	60%	0	0%	1	10%	0	0%
Statistics	3	2	67%	2	100%	67%	0	0%	0	0%	2	100%	0	0%	0	0%
Music Theory	5	5	100%	3	60%	60%	2	40%	0	0%	2	40%	0	0%	1	20%
English Language and Comp.	50	45	90%	6	13%	12%	22	49%	14	31%	4	9%	1	2%	1	2%
English Literature and Comp.	56	52	93%	25	48%	45%	9	17%	18	35%	20	38%	4	8%	1	2%
Macroeconomics	19	19	100%	3	16%	16%	6	32%	10	53%	3	16%	0	0%	0	0%
Govt and Politics: U.S.	25	11	44%	2	18%	8%	4	36%	5	45%	1	9%	1	9%	0	0%
U.S. History	34	29	85%	6	21%	18%	21	72%	2	7%	4	14%	2	7%	0	0%
European History	12	11	92%	6	55%	50%	1	9%	4	36%	4	36%	1	9%	1	9%
Psychology	48	44	92%	4	9%	8%	36	82%	4	9%	2	5%	1	2%	1	2%
Human Geography	58	45	78%	12	27%	21%	29	64%	4	9%	4	9%	6	13%	2	4%
World History	56	52	93%	6	12%	11%	38	73%	8	15%	3	6%	2	4%	1	2%
Spanish Language and Culture	26	19	73%	13	68%	50%	0	0%	5	26%	8	42%	5	26%	0	0%
Drawing	15	6	40%	4	67%	27%	0	0%	2	33%	4	67%	0	0%	0	0%
2-D Design	2	1	50%	1	100%	50%	0	0%	0	0%	0	0%	1	100%	0	0%
3-D Design	1	1	100%	1	100%	100%	0	0%	0	0%	0	0%	0	0%	1	100%
OVERALL	444	372	84%	106	28%	24%	175	47%	86	23%	70	19%	26	7%	10	3%

Student Achievement Strengths

Waco High School made significant gains in all STAAR EOC subject areas.

Subject	2022	2023	Growth
English I	38%	50%	12% ↑
English II	48%	58%	10% ↑
Algebra I	59%	66%	7% ↑
Biology	64%	76%	12% ↑
US History	82%	90%	8% ↑

Waco High School students performed exceptionally in AP coursework during the 2022-23 school year, and the resulting AP scores demonstrate their engagement in the coursework.

AP Chemistry (10 total students)

8 students received a 3, 1 student received a 4, and 1 student received a 5

AP Human Geography (11 total students)

3 students received a 3, 6 students received a 4, and 2 students received a 5

AP Human Geography also achieved a mean score above the state average, and a percentage of 3+ scores above the state average!

AP Language, AP Literature and AP Psychology (37 total students)

27 students received a 3, 6 students received a 4 and 4 students received a 5.

Spanish Language (12 Total students)

7 students received a 3, and 5 students received a 4

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement decreased in the number of students scoring master's on STAAR EOC. **Root Cause:** Although WIN classes, as well as tutoring occurred with struggling students, intervention was not done with fidelity with students who were already meeting standards.

Problem Statement 2: The number of African American students scoring at the meets level was much lower than White and Hispanic students. **Root Cause:** Discipline data and attendance data shows that African American students are being suspended at a higher rate.

School Culture and Climate

School Culture and Climate Summary

Belonging 51%

Educating All Students 70%

Professional Learning 30%

School Leadership 35%

School Climate 24%

School Culture and Climate Strengths

Educating All Students Your average 70%

Favorable: 76% Q.1: How easy do you find interacting with students at your school who are from a different cultural background than your own?

Extremely easy 26% 27 Quite easy 50% 53 Somewhat easy 16% 17 Slightly easy 7% 7 Not at all easy 1% 1 0 from last survey Favorable: 77% Q.2: How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?

Extremely comfortable 25% 26 Quite comfortable 52% 54 Somewhat comfortable 14% 15 Slightly comfortable 7% 7 Not at all comfortable 2% 2

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Staff do not feel like they belong at Waco High School. **Root Cause:** The climate and culture of the campus does not support a sense of belongingness.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Recruitment and Hiring Process:

The Principal and Associate Principal review current vacancies on campus and then survey the district's pool for applicants.

Once we have identified candidates, we check references (there must be three references contacted to recommend to HR) and contact them to interview for the positions.

We organize an interview committee consisting of the Principal, Associate Principal, Assistant Principal, and Content Instructional Specialist. We interview at least 3 candidates for each position.

The Dean of CTE works closely with Alternative Programs at MCC, Baylor, Texas Teachers, and Region 12 to find candidates who are certified and ready to teach. WHS Administrators also attend job fairs (locally and out of state) to recruit potential teachers.

Development, Evaluation and Advancement:

New teachers to the profession are assigned a mentor for the entire year. The mentor is paid.

New teachers to the campus are assigned a buddy to provide assistance with policies, routines, and procedures.

This year we have 9 new teachers to the profession and 19 new teachers to the campus.

We have a Faculty Meeting on the first Thursday of each month. There are various topics that are discussed.

Once a month on the 3rd Wednesday, the principal holds "New Teacher Huddles" to provide support, provide conversation, and answer questions.

Teacher Retention Rate:

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
75%	76%	82%	78 %	80%

Staff Quality, Recruitment, and Retention Strengths

95% of our teachers are state certified.

Waco High School's teacher retention rate continues to increase every year.

Waco High School has highly qualified, effective teachers in every core area. Their experience and mentorship has benefited new teachers. Waco High School is committed to the excellence of student academics and supports the teaching staff by providing time for all core subject teachers to participate in PLC meetings daily. Having daily PLCs has assisted all teachers in implementing the TEKS, understanding the scope and sequence, reviewing data and collaborating to improve instruction.

Waco High School administration offers a monthly "New Teacher Huddle" that focuses on supporting continuous improvement and building capacity with the teachers who are new

to the profession, as well as those who are new to the campus.

We offer classroom discipline support and interventions through our behavior team comprised of one behavior specialists and four behavior aides.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Currently there are not enough highly qualified teachers available to fill vacant positions. **Root Cause:** The community perception of the campus is not positive.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Waco High School is dedicated to the development of the student body by providing a multitude of career and technology, language acquisition, life skills, and dual credit classes. Our at-risk students especially have access to quality education through Waco High's Advanced Academic Accelerate and dual credit programming, as well as access to a dedicated college and career counselor.

The school is meeting CCMR ratings by routinely providing scheduled TSIA testing opportunities in the fall, spring, and summer. In order for students to demonstrate growth in English I, English II, and Algebra EOCs, teachers are progress monitoring student performance on district-mandated TCAs. Our campus college and career counselor provides multiple opportunities for students to take the ASVAB, SAT, and ACT.

Students have access to college-level coursework (when students demonstrate readiness), participation in statewide rotary, debate clubs and classes, and a hearty and growing amount of CTE-focused coursework, such as auto technology where students can get career certified, fashion design and marketing, business fundamentals, and several more.

Incoming 9th graders who previously failed two or more EOCs have their scores looked at to determine which additional classes and support they need. In addition, remediation is provided weekly during WIN time. Additional support is also offered at Saturday school.

Waco High School administrators and counselors visit our feeder middle school campuses to determine which incoming 9th graders will continue AP/Pre-AP classes. Choice Sheets are given to students to see which classes they are interested in and which classes WHS should offer.

Title II class-size reduction: WHS puts a student cap on EOC-tested subjects. Those classes that have an EOC test in the spring are capped at 21 students with minimal exceptions. WHS also utilizes Edmentum as the credit recovery program which minimizes the need for students to retake the class in a face-to-face classroom setting.

WHS Advanced Academic classes are capped in order to assist with high learning expectations.

WHS has co-teach classes for special education students that have a limited number of seats per section to obtain the best learning environment for all students.

WHS has created resource English and credit recovery classes to help our students with special needs receive modified instruction.

Curriculum, Instruction, and Assessment Strengths

We have four instructional specialists that can focus on our core classes and spending time with our new teachers.

We have structured PLCs bi-weekly led by our Associate Principal and weekly PLCs led by our Instructional Specialists for all STAAR EOC courses.

We have a buddy and mentor system for all new teachers to the profession and new to our campus.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is a need for consistent curriculum alignment to ensure that instruction matches the rigor of the assessments. **Root Cause:** Teacher clarity is lacking when identifying the lesson objective and what students are expected to demonstrate to show mastery.

Parent and Community Engagement

Parent and Community Engagement Summary

WHS employs a full-time Parent/Community Engagement Specialist.

Parents are notified of school events via a monthly parent newsletter, callouts, texts, WHS website

Parent participation rates are measured by having sign-in sheets at all events that parents attend. The number of parents is then calculated and recorded by our Parent Involvement Specialist.

Parents attending events increased by % in the 2022-2023 school year.

Waco High has involved parents who support their children at school events.

Waco High now has an active PTSA with 150 members.

Parents utilize the WACOISD App and Parent Portal to keep up with their children's absences, tardies, and grades.

Waco High has community partnerships that provide mentoring, tutoring, speakers, cultural experiences, and incentives/snacks for tutorials.

The Waco High School website is current and provides parents, students, and others with meaningful and relevant information, which includes a monthly parent newsletter.

Parent and Community Engagement Strengths

Waco High has a school/parent compact that was created by students, teachers, and parents.

Waco High has a Parent Engagement Policy that was created by parents.

Parent and business representatives are actively involved with the Campus Decision Making Council (CDMC) and the PTSA.

A language interpreter is available at parent events when needed and all materials at parent meetings are available in both English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Challenges exist with establishing effective communication structures and scheduling to meet the diverse needs of our parents. **Root Cause:** Waco High School has multiple feeder middle schools and scheduling parent meetings that provide a coordinated effort across all schools is not achieved.

School Context and Organization

School Context and Organization Summary

Waco High School's master schedule is built with the student needs as priority number one. When placing courses student needs and requests always come before teacher requests.

Each STAAR EOC tested subject has a common PLC time.

All teachers have a minimum of 2 days a week before or after school tutorial times. Tutorial times are posted by each teacher.

Waco High School offers summer school for credit recovery and STAAR EOC tutorials. Students have the opportunity to regain credits via Edmentum and there has been much success with the program. Students can attend STAAR EOC tutorials each week until STAAR EOC retest.

Waco High School assists students transitioning from middle school to high school via a summer bridge program. The program gives students the opportunity to learn about high school and set goals for furthering their education. Summer bridge classes are taught by our teachers. The summer bridge program also assists in building PRIDE in being a Waco High School student.

8th-grade STAAR scores are considered in building student schedules. There are specific classes set in place with highly effective teachers for subject areas that students may not have done well in. Those classes are kept at a low student-teacher ratio to assist with building the skills necessary to be successful in high school.

Waco High School has a college and career counselor who seeks to assist students with postsecondary goals. The college and career counselor meets with students regularly to help students apply to college, complete FAFSA, and submit scholarship applications. The college and career counselor also provides students TSIA testing opportunities each week. The Waco High School college and career counselor also schedules visits to many college campuses and seeks out recruiters to come meet with our students via classroom presentations and cafeteria pop-ins. College lessons are taught in English class on the first day of each new 6 weeks. The college lessons focus on a variety of different topics and are specific to the grade level and time of year.

Each month counselors present information to assist students with various topics including suicide prevention, bullying, college awareness, goal setting, and character. Waco High School has a policy for students who are suicidal and the policy is explained to all staff members. Counselors work to provide necessary resources for all students who are at-risk to themselves.

Bullying is handled as a team support with assistant principals and the restorative team. Communication between departments is very important to assist students in feeling safe at all times on campus.

Waco High School utilizes a specific curriculum taught by teachers and counselors to inform students of the many aspects involved with dating and relationships. All students receive the lessons via a specified class. Discuss and role play is involved and students have the opportunity to ask questions and seek information to assist them as they make important decisions.

School Context and Organization Strengths

Our four Instructional Specialists work with our new teachers, substitute teachers, and current teachers.

PLCs are implemented with fidelity.

Our counselors are committed to meeting the needs of our diverse student population.

Remediation support is embedded in our students' schedules for those who have not previously passed the STAAR EOC.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The campus scheduling of meetings interferes with other campus priorities. **Root Cause:** Some departments, such as behavior and security, are not able to meet before, during or after school due to their responsibilities.

Technology

Technology Summary

Our campus has 1,911 students and we have a 1:1 ratio for technology.

We have 270 hotspots for students to use that don't have internet access at home.

Access to devices and technology has made it easier to implement blended learning in classrooms.

Waco High School is working on upgrading and replacing affordable technology as needed.

Waco High School students use technology to increase their higher-order thinking skills.

Waco High School students have access to computer equipment and the Internet to complete assignments.

The college lab is utilized daily.

Technology Strengths

We have been able to purchase additional student Chromebooks and technology each year.

All WHS students have access to computer equipment and the Internet to complete assignments.

We have additional rollover funds from Title I that allowed us to update our technology in several areas on campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: A high number of students have lost/damaged their Chromebook or consistently do not bring their device to school. **Root Cause:** Students do not have the necessary training in the proper handling of their devices.

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

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 End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Engage families and the community to support student achievement and enhance campus goals.





Performance Objective 1: Engage with parents, community members, staff, students, and business partners.

High Priority

HB3 Goal

Evaluation Data Sources: Newsletters, Sign in Sheets, Social Media Post, and Agendas

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Invite parents, community members, business partners, staff and students to engage with the campus by attending Family Funfest and parent kickoff.</p> <p>Strategy's Expected Result/Impact: Build trust and communication with all stakeholders</p> <p>Staff Responsible for Monitoring: Parent and Community Liaison</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - State Compensatory Education, - Title 1, - Title I Parent Involvement</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communicate campus priorities for 2023-2024 including but not limited to the expansion of academic interventions, SEL, Campus Safety and the new Waco High School campus during PTSA and CDMC meetings.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of campus focus areas</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Communicate programs and extracurricular activities to parents to promote a positive culture for all students through monthly campus newsletter, social media and robo call outs.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of campus activities and student performances</p> <p>Staff Responsible for Monitoring: Coaches, UIL Sponsors</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue monthly newsletter to parent and community to share key activities and positive stories about Waco High School.</p> <p>Strategy's Expected Result/Impact: Newsletter provides timely information to parents and stakeholders</p> <p>Staff Responsible for Monitoring: Parent Liaison, Principal</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: Engage families and the community to support student achievement and enhance campus goals.

Performance Objective 2: Increase opportunities for family engagement at the campus level.

High Priority

Evaluation Data Sources: Sign in Sheets, Parent Involvement Survey Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to have PTSA and CDMC meetings to support student learning and campus interventions. Strategy's Expected Result/Impact: Higher achievement for students Staff Responsible for Monitoring: Principal, Associate Principal</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Support district Saturday Diversion Educational Program for parents and students as a part of the district's comprehensive plan for supporting students. Parent and students will learn about the importance of attendance and ways to self-regulate behaviors. Strategy's Expected Result/Impact: Lower disciplinary referrals rates and dropout rates long with increased attendance rates Staff Responsible for Monitoring: PCL/Instructional Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue with parent education classes once a month with different themes such as CCMR and/or GPA to support student needs. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: PCL, Parent Liaison, Counselors, Principal</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create a male parent/guardian group called the Lion's Pack to help create a safe culture and climate for the campus.</p> <p>Strategy's Expected Result/Impact: Increase positive behavioral outcomes for students</p> <p>Staff Responsible for Monitoring: Restorative Specialist, Parent Liaison</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to go out in the community to places such as Carver Park, West YMCA, and the Dewey Recreational Center to discuss campus goals and student needs.</p> <p>Strategy's Expected Result/Impact: Increase Family Engagement</p> <p>Staff Responsible for Monitoring: Principals, Parent Liaison, CCMR Specialist, Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.

Performance Objective 1: Implement innovative solutions and strategies for staff recruitment and retention.

High Priority

Evaluation Data Sources: Teacher Turnover Rate and Climate Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use innovative strategies to promote recruitment of teachers including but not limited to social media posts, current teachers recommending teachers, and/or attendance at college job fairs.</p> <p>Strategy's Expected Result/Impact: Increase in recruitment of a diverse staff</p> <p>Staff Responsible for Monitoring: Principal/Social Media Liaison, Dean of CTE</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to have new teacher huddles during protected planning days, as well as after school once a month, to support new teachers.</p> <p>Strategy's Expected Result/Impact: Higher Retention Rates</p> <p>Staff Responsible for Monitoring: English Teacher/ELA Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Celebrate teachers with different activities such as teacher of the month, teachers coming to extracurricular activities, and going above and beyond their assigned duties/responsibilities.</p> <p>Strategy's Expected Result/Impact: Increased campus morale</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to shout out support staff in our weekly newsletter to ensure cafeteria workers, custodians, contractors, and transportation are being recognized.</p> <p>Strategy's Expected Result/Impact: Help retain highly qualified support staff</p> <p>Staff Responsible for Monitoring: Dean of CTE, Principal, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.





Performance Objective 2: Develop and implement a professional development plan to support new teachers to increase student achievement.

High Priority

HB3 Goal

Evaluation Data Sources: EOC, TSIA and Graduation Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Support new teachers by having monthly meetings to increase culture and retention. Strategy's Expected Result/Impact: Teacher Retention and Climate Survey Staff Responsible for Monitoring: Principal, Teacher Lead</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide initial professional development for new staff and leaders around lesson planning, processes, and protocols. Strategy's Expected Result/Impact: Creation of aligned lesson plans that include effective objectives, aligned formative checks, and reteach plans to support effective Tier 1 Instruction Staff Responsible for Monitoring: Principal, Associate Principal</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide training to academic intervention teachers to support the implementation of small group instruction in literacy and mathematics.</p> <p>Strategy's Expected Result/Impact: Systemized interventions implemented for small group remediation</p> <p>Staff Responsible for Monitoring: Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide professional development and support for campus paraprofessionals to improve effectiveness of academic and behavioral strategies.</p> <p>Strategy's Expected Result/Impact: Increased knowledge and skills of campus paraprofessionals, resulting in system effectiveness</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.

Performance Objective 3: Identify, recruit and retain highly effective substitute teachers.

High Priority

Evaluation Data Sources: Staff Attendance Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide food for substitutes on Fridays. Strategy's Expected Result/Impact: Increase the likelihood that substitutes will return to our campus Staff Responsible for Monitoring: Principal, Associate Principal, Principal's secretary</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure lesson plans and sub folders are created for every classroom. Strategy's Expected Result/Impact: Increase Student Achievement Staff Responsible for Monitoring: Department Chairs</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Ensure a guaranteed and viable implementation of curriculum resources customized to the needs of the campus.





Performance Objective 1: Continue to follow the district's scope and sequence, utilize district curriculum resources, and monitor for the fidelity of implementation.

High Priority

Evaluation Data Sources: Curriculum Documents for Core Content Areas, EOC Data, SAT/ACT Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement the use of scope and sequence curriculum documents and unit assessments for all subjects.</p> <p>Strategy's Expected Result/Impact: Curriculum implemented at the beginning of the year</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Principal, Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hold department chair and IC meetings to provide feedback and revise the strategic academic plan.</p> <p>Strategy's Expected Result/Impact: Teacher refine feedback to refine scope and sequence</p> <p>Staff Responsible for Monitoring: Associate Principal, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement PLC+ and Structured PLCs with agendas, minutes, and action steps to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Increase teacher awareness of student needs as it relate to student expectations</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Instructional Specialist, Secondary Coordinators</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monitor the implementation of Pre-AP/AP curriculum in all subject areas.</p> <p>Strategy's Expected Result/Impact: Increased meet's and master's level performance on STAAR EOC, increased AP test scores, increased AP scores</p> <p>Staff Responsible for Monitoring: Principal, Associate, Assistant Principals, Instructional Specialists, AP Coordinator</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Use common unit assessments in the DDI process to evaluate learning and guide instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increased targeted instruction for student remediation and increased academic outcomes for each student subpopulation.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Continue to use TEA interim assessments to identify areas of instructional focus and interventions for each content area.</p> <p>Strategy's Expected Result/Impact: Greater understanding of what academic interventions are needed and identify areas of needed support to meet student growth targets</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide support to teachers on the usage of data to determine instructional adjustments through reports from Eduphoria, OnData Suite and 5 Lab.</p> <p>Strategy's Expected Result/Impact: Data will drive content specific interventions</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Ensure a guaranteed and viable implementation of curriculum resources customized to the needs of the campus.





Performance Objective 2: Review and refine the campus process for course selection, scheduling, and sequencing to ensure students graduate within four years, on track, and with an endorsement.

High Priority

HB3 Goal

Evaluation Data Sources: Audit of Transcripts, PEIMS Attendance Accounting Data, Master Schedules

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor student attendance in dual credit courses to ensure compliance with state attendance accounting guidelines.</p> <p>Strategy's Expected Result/Impact: Report outlining all students currently taking dual credit courses, the number of minutes in attendance overall, and the number of minutes on campus each day of week</p> <p>Staff Responsible for Monitoring: CCMR Specialist, Lead Counselor</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor academic advising, transcript (pathways software) process for incoming students, and separation of class rank calculations from academic advising.</p> <p>Strategy's Expected Result/Impact: Transcript audits will show little to no mistakes</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement staff and mastering scheduling process and use of Cardonex with fidelity.</p> <p>Strategy's Expected Result/Impact: Adherence to student's four year plan, minimum schedule changes at the beginning of the year, and students graduating on time with endorsement</p> <p>Staff Responsible for Monitoring: Associate Principal, Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create a communication and approval system for student selection/dismissal from courses, as well as teacher/parent request for students to be withdrawn from a preselected course.</p> <p>Strategy's Expected Result/Impact: Decrease number of schedule changes, more students receiving their requested courses, and increased graduation rate of students with endorsement</p> <p>Staff Responsible for Monitoring: Associate Principal, AP Coordinator, Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: Develop and implement plans, systems, and processes to support improved campus ratings and ensure academic success for students.

Performance Objective 1: Meet TEA requirements for interventions and House Bill 1416.

High Priority

HB3 Goal

Evaluation Data Sources: Progress monitoring forms

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide continued training for data driven instruction to systematically inform the response to data, lesson planning, reteach plans, and interventions.</p> <p>Strategy's Expected Result/Impact: Creation of systems and processes around DDI to be used in data meetings and creation of cycles for coaching of campus leaders, specialists, and curriculum coordinators</p> <p>Staff Responsible for Monitoring: Associate Principal, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure students are placed in the correct WIN time classes to make sure students are getting the correct intervention based on individual needs.</p> <p>Strategy's Expected Result/Impact: Student will get the correct support for EOC, TSIA, and SAT</p> <p>Staff Responsible for Monitoring: Instructional Coordinators, Associate Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: Develop and implement plans, systems, and processes to support improved campus ratings and ensure academic success for students.

Performance Objective 2: Increase the knowledge and skills of teachers and staff in understanding the changes to the state and federal accountability systems.

High Priority

HB3 Goal

Evaluation Data Sources: Increased Student Achievement of EOC and Domain Indicators including CCMR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to train campus leaders to understand and develop systems to monitor progress on state and federal accountability systems and clarify any misconceptions.</p> <p>Strategy's Expected Result/Impact: Campus leaders have clear understanding of accountability system allowing them to identify areas of focus to improve and areas to leverage improvement in student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Attend Action Coaching training to increase the use of effective observation and feedback cycles to support and improve instruction.</p> <p>Strategy's Expected Result/Impact: Attend Action Coaching training to increase the use of effective observation and feedback cycles to support and improve instruction</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Develop and implement plans, systems, and processes to support improved campus ratings and ensure academic success for students.





Performance Objective 3: Develop strategies to evaluate, monitor, and improve the College, Career, and Military Readiness (CCMR) graduate indicators.

High Priority

HB3 Goal

Evaluation Data Sources: TSI Scores, ACT/SAT Scores, Advanced Placement Scores, Data on Number of Students Earning National Certifications, Dual Credit Course

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure that CTE students earn an industry-based certification and complete an aligned program of study. Strategy's Expected Result/Impact: Student earns an industry based certification in the outcome of study Staff Responsible for Monitoring: CCMR Specialist, Dean of CTE, Associate Principal, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Review and audit student graduation plans for CCMR and endorsements. Strategy's Expected Result/Impact: Students will graduate with an endorsement Staff Responsible for Monitoring: 2024 Cohort Counselor, AP Principal, CTE Dean, CCMR Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a TSI testing plan focused on common testing practices and schedule across grade levels.</p> <p>Strategy's Expected Result/Impact: Testing process administered according to College Board guidelines</p> <p>Staff Responsible for Monitoring: Dean of CTE, CCMR coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, 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 4: Develop and implement plans, systems, and processes to support improved campus ratings and ensure academic success for students.

Performance Objective 4: Increase college awareness and the number of students accepted into a college or university after graduation by 10%.

High Priority

Evaluation Data Sources: Percentage of 2024 graduates requesting a final transcript for attendance at a college or university.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Submit applications for 100% of the AVID senior class to a minimum of three, four-year universities during the first semester of the school year.</p> <p>Strategy's Expected Result/Impact: Increased number of students admitted into a four-year university</p> <p>Staff Responsible for Monitoring: WHS AVID Coordinator, Senior Counselor, Associate Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host a College Awareness Week for all students. The topics covered will include admissions, financial aid, and academic readiness.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of the application process, cost associated with attending college, and GPA requirements for different colleges/universities</p> <p>Staff Responsible for Monitoring: AVID Coordinator, Senior Counselor, Associate Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide 10th and 11th grade students an opportunity to visit Texas colleges/universities to learn about the benefits of attending college and the associated admission requirements.</p> <p>Strategy's Expected Result/Impact: Students will gain an understanding of the many options for post-secondary education.</p> <p>Staff Responsible for Monitoring: AVID Coordinator, Associate Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Complete a senior interview at the conclusion of the first semester to determine each student's post-secondary plans. This data will be used as a guide to assist students with college planning and preparation.</p> <p>Strategy's Expected Result/Impact: The Senior Counselor will be able to provide targeted support to senior students which will subsequently increase CCMR ratings</p> <p>Staff Responsible for Monitoring: Senior Counselor, Associate Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide professional development to staff on the usage of AVID WICOR/Culturally Relevant teaching strategies.</p> <p>Strategy's Expected Result/Impact: Adoption of research based instructional strategies by teachers to support student needs.</p> <p>Staff Responsible for Monitoring: WHS AVID Coordinator, Principal, Associate Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.





Performance Objective 1: Improve the campus four-year graduation rate through the development and implementation of research-based dropout prevention strategies.

High Priority

HB3 Goal

Evaluation Data Sources: Disaggregated Dropout Rates, EOC, Attendance Records.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to use ESSER funds for the Optional Flexible School program that occurs in the evening for students at risk of dropping out.</p> <p>Strategy's Expected Result/Impact: Increased graduation rate and decreased dropout rate</p> <p>Staff Responsible for Monitoring: Associate Principal, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor multiple data resources to assist in the identification of students at risk for dropping out of school.</p> <p>Strategy's Expected Result/Impact: Data analyzed frequently to identify students based on absenteeism, homelessness, discipline concerns, credit accrual, grades</p> <p>-</p> <p>Staff Responsible for Monitoring: At-Risk Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Facilitate post-secondary conferences with students so counselors can discuss possible CTE certifications, opportunities for advanced or dual credit courses, and military options based on individual student interest and academic level of achievement.</p> <p>Strategy's Expected Result/Impact: Students establish post-secondary plans</p> <p>Staff Responsible for Monitoring: CCMR Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Partner with McLennan County Community College (MCC) to provide structures and support for dual credit students, including but not limited to Friday tutorials and counseling.</p> <p>Strategy's Expected Result/Impact: Increased student success in dual credit coursework</p> <p>Staff Responsible for Monitoring: Associate Principal, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Use ESSER funds for temporary worker pay to make call-outs to parents for students that have attendance issues.</p> <p>Strategy's Expected Result/Impact: Decrease the number of students will attendance issues</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.





Performance Objective 2: Systematize processes, procedures, and instructional services for Special Education students to ensure state and federal compliance and increased student achievement.

High Priority

HB3 Goal

Evaluation Data Sources: Special Education Manual, Student Achievement Data, Improved Special Education Compliance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Partner with the curriculum department to train campus and district special education leaders on what to look for when conducting learning walks of special education classrooms. Data from learning walks will be used to identify instructional needs and provide support for individual teachers.</p> <p>Strategy's Expected Result/Impact: Support special education teachers and campus leaders in the areas of instructional planning, knowledge of students and student learning, content knowledge and expertise, learning environment, data driven practices, and professional practices and responsibilities</p> <p>Staff Responsible for Monitoring: Special Education Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	May	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development to special education teachers and special education service providers related to the development of present levels of academic achievement and functional performance, as well as individualized education plan goals and objectives that support individualized student needs and facilitate the achievement of appropriate grade-level TEKS.</p> <p>Strategy's Expected Result/Impact: Increase special education teachers and service providers knowledge and skills in the area of IEP Development to support individualized student needs</p> <p>Staff Responsible for Monitoring: Special Education Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</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 6: Create and sustain safe and supportive learning environments.

Performance Objective 1: Implement strategies to support the safety and well-being of students.





High Priority

HB3 Goal

Evaluation Data Sources: Training Sign-In Sheets, Number and Type of Anonymous Reports, Professional Development Calendar

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct regular Student Behavior Advocacy Committee (SBAC) meetings to review processes, systems and training. Strategy's Expected Result/Impact: Decrease the number of physical altercations on campus Staff Responsible for Monitoring: Behavioral Specialist, Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to implement clear backpacks and metal detectors on campus to ensure the safety of all students and staff. Strategy's Expected Result/Impact: We will reduce the number of weapons being brought to school. Staff Responsible for Monitoring: Behavioral Staff, Assistant Principals</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a system for safety that includes monitored entry points, screening of students/visitors via metal detectors, and a secure campus perimeter. Strategy's Expected Result/Impact: Safe and secure learning environment Staff Responsible for Monitoring: Principal, Security Staff, Behavioral Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure behavioral staff are trained and placed in strategic positions around the campus to ensure the safety of all staff and students.</p> <p>Strategy's Expected Result/Impact: Decrease in physical altercations</p> <p>Staff Responsible for Monitoring: Principal, Behavioral Team</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Using the Multi-Tiered System of Supports (MTSS) framework, the behavior support team will be restructured to support a proactive rather than reactive approach to student behaviors.</p> <p>Strategy's Expected Result/Impact: Decrease conflict between students, increase student attendance and overall academic performance of students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Specialists, Department Chairs</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilizing the Multi-Tiered System of Supports (MTSS) framework, staff will be trained on proactive rather than reactive methods to student behaviors that adversely affect the classroom learning environment.</p> <p>Strategy's Expected Result/Impact: Decrease conflict between students and increase overall academic student performance.</p> <p>Staff Responsible for Monitoring: Admin, ISs and Department Chairs</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Use the Stop It App for anonymous reporting so that students, parents, and/or others can report incidents of bullying or other unsafe behaviors.</p> <p>Strategy's Expected Result/Impact: Anonymous reporting will increase student safety</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Assign Link Crew junior and senior students as mentors to identified incoming freshmen who are having trouble transitioning from middle to high school.</p> <p>Strategy's Expected Result/Impact: Increased academic and social outcomes for identified freshmen group</p> <p>Staff Responsible for Monitoring: Link Crew Teachers, Principal, Associate Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 6: Create and sustain safe and supportive learning environments.

Performance Objective 2: Implement district Social Emotional Learning (SEL) strategies campus-wide.

High Priority

HB3 Goal

Evaluation Data Sources: Teacher observations, data tracking sheet

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development on SEL indicators to staff during teacher professional development.</p> <p>Strategy's Expected Result/Impact: Decrease conflict between students, increase student attendance and overall academic performance of students</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Instructional Specialists, Department Chairs</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restructure counseling department to support student needs. A targeted support counselor will be hired to create personalized student support plans to address academic, behavioral and/or attendance barriers that impede student achievement.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for identified student populations</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Lead Counselor</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Waco High School

Total SCE Funds: \$769,960.00

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

Waco High is funding credit recovery teachers as well as Strategic Intervention Teachers with SCE Allocations.

Personnel for Waco High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christopher Gandy	SIT Math	1
Derrick Scott	Behavior	1
Derrick Scott	restorative justice fac	1
Emma Patrick	SIT Math	1
Louanna Arterburn	counselor	1
Meghan Moon	English	1
Michael William Irvine	credit recovery	1
Robyn Horten	at risk support	1
Steven Thomason	SIT	1

Title I

1.1: Comprehensive Needs Assessment

The campus was a 81 2019 and moved to a 75 in 2022. Graduate Rate and CCMR lead to the decrease in scores. 9th Grade reading and math scores were lower then prior years. Graduation plans by the senior AP will help make sure seniors stay on track to graduate. The senior AP and the Associate Principal will continue doing TSIA days to get CCMR points. Instructional coaches this year will be used to monitor instruction in the classroom instead of doing mangerial jobs.

2.1: Campus Improvement Plan developed with appropriate stakeholders

We will meet once a month as a Site Based Decision Making Team. All stakeholders including parents, community, business people and staff will have a part in creating an appropriate plan that benefits the students of Waco High. A comprehensive needs assessment will be done ever year as including an appropriate budget to make sure learning is being supported

2.2: Regular monitoring and revision

The SBDM team will monitor and revised the CIP twice a semester based off short cycle and assessments and regular check of us meeting all of our campus goals.

2.3: Available to parents and community in an understandable format and language

The CIP will be housed on the campus website in a PDF format.

2.5: Increased learning time and well-rounded education

Work with students through the On-line Learning Lab. Develop a plan for tutoring, aligned to the requirements of HB4545, to support students who have been unsuccessful in passing STAAR or EOCs. Use district common unit assessments and the DDI process to identify areas of instructional need to focus student interventions for growth.

2.6: Address needs of all students, particularly at-risk

Work with students through the On-line Learning Lab. Develop a plan for tutoring, aligned to the requirements of HB4545, to support students who have been unsuccessful in passing STAAR or EOCs.

Implement a process to support teachers with lesson planning and tiered walkthroughs, which will include a tiered support system.

3.1: Annually evaluate the schoolwide plan

Host various parent and community engagement events (i.e. - FAFSA, Open House, College Nights, Fine Arts/Athletics, Parent Teacher Conferences, Parent Teacher Student Association [PTSA], Advancement Via Individual Determination [AVID]). Develop a calendar and communicate annual key engagement events for community members and

parents.

4.1: Develop and distribute Parent and Family Engagement Policy

Host various parent and community engagement events (i.e. - FAFSA, Open House, College Nights, Fine Arts/Athletics, Parent Teacher Conferences, Parent Teacher Student Association [PTSA], Advancement Via Individual Determination [AVID]). Develop a calendar and communicate annual key engagement events for community members and parents.

4.2: Offer flexible number of parent involvement meetings

Continue providing support and programs for our incoming 9th graders via the Freshman Camp program and holding informational parent meetings with the parents of 8th graders at our feeder middle schools. Host various parent and community engagement events (i.e. - FAFSA, Open House, College Nights, Fine Arts/Athletics, Parent Teacher Conferences, Parent Teacher Student Association [PTSA], Advancement Via Individual Determination [AVID]).

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Roberson	IS PCN 7260	Title I	1
Emilie Newmons	IS PCN 7261	Title I	1
Keli Jackson- Freeman	PFE Community SW PCN 7426	Title I PFE	1
Lynn Sanborne	PCN 7299	Title 1	1
Tim Mason	PCN 7258	Title 1	1

Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$769,690.00
+/- Difference					\$769,690.00
Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$566,400.00
+/- Difference					\$566,400.00
Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$56,640.00
+/- Difference					\$56,640.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$304,839.00
+/- Difference					\$304,839.00
Grand Total Budgeted					\$1,697,569.00
Grand Total Spent					\$0.00
+/- Difference					\$1,697,569.00