

# Dallas Independent School District

## 002 W.H. Adamson High School

### 2024-2025 Campus Improvement Plan

Accountability Rating: B



# Mission Statement

## Mission

As a unified force, we will implement student-centered best practices and systems for accountability to close achievement gaps.

*All Together Adamson, Learning Today, Leading Tomorrow*

## Vision

**Adamson empowers life-long learners who are prepared to reach their full potential and be competitive in a 21<sup>st</sup> century society.**

## Core Beliefs

1. Maximized Time-on-Task with high levels of student engagement
2. Collaboration/Teamwork create strength among all stakeholders; thus, greater success
3. Accountability for All – including elective teachers, coaches, counselors, librarians, clerks, custodians, students, parents, community

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

William Hardin Adamson High School, formerly Oak Cliff High School, is a public secondary school located in the Oak Cliff area of Dallas, Texas. It is part of the Dallas Independent School District and is classified as a 5A school by the UIL. Adamson High School is dedicated to providing a rigorous educational program to help all students reach their full potential and become responsible, life-long learners. In partnership with families and the community, our goal is to create a holistic educational experience where students can improve their academic and professional skills necessary to succeed beyond the classroom.

We provide a supportive learning environment for 1,410 9th-12th grade students of which are 95% Hispanic, 2.6% African American, 1.3% white, and .2% Asian or Hawaiian Pacific Islander. We continue to diversify our teaching staff to meet the academic and social-emotional needs of our student population. The staff at Adamson High School is comprised of 35 African American teachers, 30 Hispanic teachers, 23 White teachers, and 5 of other ethnicities. Recruitment and retention efforts are targeted toward maintaining quality instructional staff to support academic achievement among students.

#### Summary

#### Summary of Student and Teacher Statistics

##### STUDENT ENROLLMENT

Grade	Enrollment
9	366
10	390
11	311
12	356
ALL	1,423

##### STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	37	2.6	35	36.1
American Indian/Alaska Native	5	0.4	*	*
Asian/Hawaiian/Pacific Islander	3	0.2	*	*
Hispanic	1,352	95.0	30	30.9
White	18	1.3	23	23.7
Multiple	5	0.4	4	4.1
Other* (teachers only)	—	—	5	5.2
Not reported (students only)	0	0.0	—	—

\*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

##### SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	1,152	81.0
Economically disadvantaged	1,351	94.9
Limited English proficient (LEP)	910	63.9
Special education	128	9.0
Talented and Gifted (TAG)	217	15.2

### Demographics Strengths

The Adamson Pathways to Technology program (P-TECH) is purposefully designed to serve 9th - 12th grade students who are determined to attend college, are first generation college students, and are historically underrepresented in higher education. The P-TECH program accepts 125 9th grade students per year, and students will move together as a cohort as they progress through high school. This program provides students the opportunity to earn college credit and an Associate's degree while attending high school.

Additionally, the growing need for more advanced academic offerings at WHA has led to the development a thriving Advanced Placement roster, implementation of On-Ramps courses, and the coming implementation of IB and Dual Language in the 2025-2026 school year.

For over 100 years, Adamson has built favorable relationships with parents and community members. Our dedicated teachers and staff work together to ensure students are achieving their full potential by regularly communicating with student families and offering additional instructional support outside of school hours.

The diversity of background, education, and knowledge that the WHA staff have is also a strength and contributes to the inclusive and welcoming nature of the Adamson culture (reflected in the Student Experience Survey results).

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

**Problem Statement 1 (Prioritized):** There is a lack of diversity in the student population. **Root Cause:** WHA has primarily been perceived as a Hispanic only school.

# Student Learning

## Student Learning Summary

### STAAR Preliminary 23-24-

#### English Language Arts and Reading (ELAR)

##### English I

English I	Approaches	Meets	Masters	Domain 1
AHS STAAR '23	62%	42%	4%	36
STAAR '23 1st Test	73%	55%	6%	44.7
AHS Mock '24	84%	67%	12%	54.3
<b>STAAR '24</b>	<b>68%</b>	<b>55%</b>	<b>13%</b>	<b>45.3</b>
Dallas ISD	55%	41%	11%	35.7
State	67%	54%	17%	46

English II	Approaches	Meets	Masters	Domain 1
AHS STAAR '23	68%	50%	3%	40.3
STAAR '23 1st Test	79%	62%	4%	48.3
AHS Mock '24	80%	58%	6%	48
<b>STAAR '24</b>	<b>73%</b>	<b>58%</b>	<b>4%</b>	<b>45</b>
Dallas ISD	66%	50%	6%	40.7
State	74%	60%	9%	47.7

##### English II

#### SOCIAL STUDIES: U.S. History

US History	Approaches	Meets	Masters	Domain 1
AHS STAAR '23	93%	64%	25%	60.7
STAAR '23 1st Test	94%	66%	26%	62
AHS Mock '24	96%	79%	47%	74
<b>STAAR '24</b>	<b>97%</b>	<b>70%</b>	<b>31%</b>	<b>66</b>
Dallas ISD	93%	63%	31%	62.3
State	95%	69%	37%	67

#### SCIENCE: Biology

Biology	Approaches	Meets	Masters	Domain 1
AHS STAAR '23	81%	43%	13%	45.7
STAAR '23 1st Test	87%	50%	15%	50.7
AHS Mock '24	97%	70%	16%	61
<b>STAAR '24</b>	<b>93%</b>	<b>57%</b>	<b>14%</b>	<b>54.7</b>
Dallas ISD	88%	49%	13%	50
State	91%	58%	19%	56

#### MATH: Algebra I

Algebra I	Approaches	Meets	Masters	Domain 1
AHS STAAR '23	66%	31%	10%	35.7

STAAR '23 1st Test	81%	42%	14%	45.7
AHS Mock '24	87%	43%	19%	49.7
STAAR '24	83%	46%	23%	50.7
Dallas ISD	77%	41%	21%	46.3
State	79%	45%	25%	49.7

## SAT/ACT

362 students took the SAT.

% of students met standard for English SAT

% of students met standard for math SAT

## TSIA/TSIA 2

% of students met standard on reading TSIA

% of students met standard on English and math TSIA2

## College and Career Readiness

394 students earned at IBC

49 students earned an Associate Degree

50 students earned internships

344 of students graduated within four years

## **Student Learning Strengths**

On the STAAR EOCs, students gained in ALL CONTENTS (English I, English II, Algebra I, Biology, and US History) for approaches, meets, and masters, and beat the district averages in nearly all areas and achievement bands as well, except for masters in English II. Additionally, we beat the state data in Algebra I in all achievement categories. Plus, the district goals of 90, 60, 30 were exceeded in US History.

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

**Problem Statement 1 (Prioritized):** 42% of students scored "Did Not Meet" on the English I STAAR EOC, retesters included. **Root Cause:** Students struggle with background

knowledge, vocabulary, and written responses.

**Problem Statement 2 (Prioritized):** Only 4% of students scored "Masters" on the English II STAAR EOC, retesters included. **Root Cause:** Students struggle with background knowledge, vocabulary, and written responses. Additionally, a comprehensive English II teacher left midyear.

**Problem Statement 3 (Prioritized):** There is a low percentage of students who are meeting standard for TSIA math and reading. **Root Cause:** Knowledge of TSIA strategies is not widespread, and students are not prepared for that kind of assessment.

**Problem Statement 4 (Prioritized):** Students are under performing on SAT and TSIA. **Root Cause:** There is a lack of understanding of the importance of these tests in both student and teacher perspective, along with preparation.

# School Processes & Programs

## School Processes & Programs Summary

### School Context and Organization

The administration team consists of a campus principal, four assistant principals, an IB Coordinator, a Reset Coordinator, and five counselors (three compressive and two PTECH), to monitor each cohort and provide mentorship opportunities for every student. Student progress and attendance is tracked by the administrative team and other campus leadership personnel to ensure students are on-track for graduation. Master schedule is designed to reduce class sizes; smaller student-to-teacher ratios increase academic achievement. There is a need to continue recruiting and training additional staff to participate in leadership opportunities such as the progress monitoring of students to remain on-track for graduation.

### Staff Quality, Recruitment, and Retention

Adamson strives to recruit and retain high-quality faculty and staff. After faculty and staff candidates are vetted through the district, campus stakeholders (teachers, community members, campus leaders, students, and assistant principals) screen and interview the top candidates before selecting the best candidate for our campus. The school has an interview committee that assists the principal with making a decision on which candidate to hire. The school also attends district job fairs throughout the year to fulfill the needs of the campus and recruit the most qualified candidate for the position. Adamson's New Teacher Support Program pairs teachers with three or less years of teaching experience with a veteran mentor teacher and provides monthly meetings with the administrator supporting new teachers. The principal works with campus teachers and their supervisor about their performance. The principal also asks teachers to recommend other professionals to interview. To help retain teachers, we provide awards, leadership opportunities, and a collaborative culture based on feedback and respect. Teachers are retained by providing the best possible teaching environment, resources, and ongoing professional development. Other professional developments include but are not limited to Professional Learning Communities at Work, Harvard Project Zero, EB, IB, and IFL trainings, to list a few.

### Professional Development for Faculty

On-campus professional development addresses issues that are necessary for individual teacher growth. Teachers may also participate in District professional development on District Professional Development days and during the summer before students return to school. Teachers of special programs such as Advanced Placement, Honors courses, OnRamps, and Gifted and Talented are required to attend professional development specifically for these classes. Additional teacher professional development is provided for teachers needing targeted support. Strengths of the most effective campus teachers are shared with others by facilitating professional development during a Professional Learning Community meeting or a District professional development day. We build teacher capacity by exploring new opportunities in pedagogy such as Assessment for Learning, instructional strategies from the Institute for Learning, and other relevant teacher training.

### Evaluation and Advancement of High-Quality Faculty and Staff

Through the Distinguished Teacher Review Process, Dallas ISD recognizes teachers who demonstrate leadership, pursue learning opportunities, contribute to the profession of education and promote academic excellence. School administration recognizes high-quality staff through promotions to school leadership and career opportunities on the campus.

### Campus Decision Making

Campus-based decisions are made within teams including campus administrators, faculty and staff, parents, and community stakeholders. Regularly scheduled Site Based Decision Making committee meetings help provide direction for campus planning. Campus needs are identified by administrators, faculty and staff, parents, and community partners. Root causes are discussed until a quantifiable measure of a factor can be made based on school data. Needs are prioritized based on the Adamson High School Mission and Vision statements in addition to ad-hoc circumstances. Campus goals are published publicly through the Campus Improvement Plan (CIP), which is located on the Adamson High School website.

### Improving Academic Achievement

Adamson High School is focused on improving academic achievement by implementing engaging, student-centered instructional practices, monitoring 3 and 6 Weeks assessment and semester data, and providing remediation activities before and after school and on Saturdays. Urgency and commitment are conveyed through continual dialogue with students and parents regarding student academic performance. Formative and summative improvements are reviewed every 3 Weeks, 6 Weeks, and Semester end. Faculty employ Look Forward/ Look Back planning models to analyze student performance and plan for remediation of skills not mastered. Stakeholders include students, teachers, and administrators. Progress is monitored through data tracking at the student level and grade level. Weekly Professional Learning Community meetings provide opportunities for teachers to discuss student progress, share teaching ideas, and plan remediation based on individual student performance.

### **Programs and Opportunities for Students**

Instructional and extra-curricular programs are provided to address the academic and social/emotional development needs of every student. Trust and positive relationships between students, teachers, and administrators create a safe environment and foster high expectations for students. Students are provided opportunities to excel in academic development by participating in programs such as English for Speakers of other Languages, receiving support through teaching assistants that help students during class, and providing Spanish/ English instructional materials. Some students may qualify for additional special programs designed to meet their need for differentiated instruction. Students in special education, bilingual, and dyslexia programs are provided specific support through differentiated instruction and skill improvement computer programs. Students are able to participate in STEAM classes by choice and may enroll in advanced science and mathematics courses at their discretion. Advanced science and math courses include Advanced Placement (AP) Biology, AP Chemistry, AP Environmental Science, AB/BC Calculus, Quantitative Reasoning, and various On-Ramps offerings. Students participating in advanced placement and college dual-credit classes are able to receive college credit while simultaneously completing high school. Career and technical education are provided through specialized classes that enable students to acquire skills that make them competitively employable after completion.

### **Technology**

Each student has access to a district provided laptop through computer carts in most classes and computer labs in CTE courses. Additionally, all students have access to the DISD digital library services for both research and leisure.

### **School Processes & Programs Strengths**

At WHA, students can choose to participate wide variety of extra-curricular opportunities, including Academic UIL, over 50 clubs, with three on campus club days per semester, 11+ UIL Athletic teams, performance theater, theater tech, dance, cheer, Special Olympics, orchestra, jazz band, marching band, art, journalism, yearbook, Link Crew, etc. Similarly, within academics, Adamson hosts broad array of advanced academic courses including Advanced Placement, On-Ramps, PTech, CTE, with IB and Dual Language coming in the 2025-2026 school year. Additionally, both academic and extra-curricular offerings are differentiated for student success. Based on need, students are supported through Dyslexia programming, Sheltered Instruction, ESL classes, emergent bilingual strategies in all courses, Functional Living Skills units, and push-in inclusion. All students have place where they can explore and excel at Adamson!

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

**Problem Statement 1 (Prioritized):** According to the Student Experience Survey, students want to experience more engagement in their classes. As engagement was the lowest scoring area on average. **Root Cause:** Professional development, specifically for differentiated engagement and formative assessment strategies, is needed campus-wide, including electives.

# Perceptions

## Perceptions Summary

### 1. How do students describe their campus?

W. H. Adamson had the highest overall percentage of favorable responses from students + largest year to year gain % for Region I.

### 2. How do teachers view the climate and culture of the district and campuses?

<i>Survey Category</i>	<i>Percent positive</i>	<i>Quintile</i>
<b>Beliefs and Priorities</b>	89.7%	4
<b>Positive Culture and Environment</b>	84.5%	4
<b>Culture of Feedback and Support</b>	85%	4
<b>College Going Culture</b>	87.2%	3
<b>Teacher-Teacher trust</b>	89.8%	4
<b>Teacher Principal Trust</b>	84.6%	4

### 3. Student Experience Survey

<b>Topic</b>	<b>Percent Favorable</b>	<b>Compared to DISD</b>	<b>Change since Spring 2023</b>
Pedagogical Effectiveness	85%	+5	+3
Classroom Climate	83%	+6	+2
Rigorous Expectations	83%	+4	+5
Teacher-Student Relationship	79%	+6	+5
Engagement	69%	+9	+8
Overall	80%	+6	

## Perceptions Strengths

1. The 2023-24 Staff Climate Survey shows the highest climate survey scores Adamson has had since data tracking began in 2012, and we scored higher than the district average in all but one category. Growth is seen in every indicator!

2. We have far fewer behavior incidents and referrals, compared to campuses with similar size and demographics.

3. WHA scored 79%+ in all areas on the Student Experience Survey, except Engagement, beating the district by four or more points in all categories, and gaining two or more points in all areas as well.

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

**Problem Statement 1 (Prioritized):** WHA scored in the 3rd quintile (87.2%) in College-going Culture on the Staff Climate Survey. **Root Cause:** In the past, college and career readiness/post-secondary knowledge have been primarily associated with only the senior class and therefore, the responsibility of only senior teachers.

# Priority Problem Statements

**Problem Statement 1:** There is a lack of diversity in the student population.

**Root Cause 1:** WHA has primarily been perceived as a Hispanic only school.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Only 4% of students scored "Masters" on the English II STAAR EOC, retesters included.

**Root Cause 2:** Students struggle with background knowledge, vocabulary, and written responses. Additionally, a comprehensive English II teacher left midyear.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** According to the Student Experience Survey, students want to experience more engagement in their classes. As engagement was the lowest scoring area on average.

**Root Cause 3:** Professional development, specifically for differentiated engagement and formative assessment strategies, is needed campus-wide, including electives.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** WHA scored in the 3rd quintile (87.2%) in College-going Culture on the Staff Climate Survey.

**Root Cause 4:** In the past, college and career readiness/post-secondary knowledge have been primarily associated with only the senior class and therefore, the responsibility of only senior teachers.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** 42% of students scored "Did Not Meet" on the English I STAAR EOC, retesters included.

**Root Cause 5:** Students struggle with background knowledge, vocabulary, and written responses.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** There is a low percentage of students who are meeting standard for TSIA math and reading.

**Root Cause 6:** Knowledge of TSIA strategies is not widespread, and students are not prepared for that kind of assessment.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Students are under performing on SAT and TSIA.

**Root Cause 7:** There is a lack of understanding of the importance of these tests in both student and teacher perspective, along with preparation.

**Problem Statement 7 Areas:** Student Learning

# 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates 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
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

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

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: June 5, 2024


**Goal 1: STUDENT OUTCOME GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

**Performance Objective 1:** Student achievement on state assessments will be 90% in approaches or higher on all subjects in Domain 1 by June 2025.

**High Priority**

**Evaluation Data Sources:** Common Assessments, ACPs, and STAAR EOC data.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State certified teachers will attend differentiated professional learning opportunities, including professional development sessions and conferences aimed at building their capacity for high quality engagement and instructional practices, such as formative assessment strategies and book studies, to support closing achievement gaps for all subpopulations of students (EB, SpEd, African American, etc.), including IB and Dual Language PDs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are more engaged in content, are more satisfied with their classroom experience and tend to achieve higher.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Tam</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will provided the necessary equipment and resources to implement high quality differentiated first instruction, small group instruction, individual intervention, and tutoring, based on individual student data, including virtual and online resources, including hands-on labs in science contents.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to increase their classroom engagement through resources.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative		
	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All core content teachers will have weekly meetings in Professional Learning Communities (PLCs), to plan high-quality instructional materials and ensure alignment with state standards, rehearse instructional delivery, analyze student achievement data, evaluate progress toward benchmark goals, and develop appropriate intervention strategies, including books studies for Harvard Project Zero, IB, Dual Language, and leadership development book studies.</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will use formative and summative assessment data to plan backwards and desegregate data with support of extended planning through substitutes, to design extended learning opportunities outside of normal school hours, including Saturday School, for students to improve their academic performance.</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Administrators and demo coaches will conduct class observations and provide feedback to teachers to improve the quality of instruction in the areas of cognitive demand/engagement (TEI 2.4) and mastery (2.2).</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
			

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 42% of students scored "Did Not Meet" on the English I STAAR EOC, retesters included. <b>Root Cause:</b> Students struggle with background knowledge, vocabulary, and written responses.</p>
<p><b>Problem Statement 2:</b> Only 4% of students scored "Masters" on the English II STAAR EOC, retesters included. <b>Root Cause:</b> Students struggle with background knowledge, vocabulary, and written responses. Additionally, a comprehensive English II teacher left midyear.</p>
<p><b>Problem Statement 3:</b> There is a low percentage of students who are meeting standard for TSIA math and reading. <b>Root Cause:</b> Knowledge of TSIA strategies is not widespread, and students are not prepared for that kind of assessment.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> According to the Student Experience Survey, students want to experience more engagement in their classes. As engagement was the lowest scoring area on average. <b>Root Cause:</b> Professional development, specifically for differentiated engagement and formative assessment strategies, is needed campus-wide, including electives.</p>

## Perceptions





**Problem Statement 1:** WHA scored in the 3rd quintile (87.2%) in College-going Culture on the Staff Climate Survey. **Root Cause:** In the past, college and career readiness/post-secondary knowledge have been primarily associated with only the senior class and therefore, the responsibility of only senior teachers.

**Goal 2: STUDENT OUTCOME GOAL:** Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

**Performance Objective 1:** Student achievement on English I and English II state assessments , at the Meets performance level or above, will increase to 60% or higher, by June 2025.

**Evaluation Data Sources:** Common Assessments, ACPs, and STAAR EOC data.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will provide opportunities and differentiated/engaging materials for student to will read and write academically daily in all contents, core, CTE, and electives included.</p> <p><b>Strategy's Expected Result/Impact:</b> Data shows that students who read and write more in all contents have higher reading, writing, and comprehension skills. Therefore, they should score higher on ELAR tests.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers and students will individually track student data and teachers will create individualized growth plans (small group, tutoring, solo enrichment activities, etc.) for all students, utilizing high quality instructional materials and curriculum, such as, laptops, headphones, virtual instructional programs, and digital platforms.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> IFL pedagogy and curriculum will be implemented across all English content areas, including ELAR, SLAR, and virtual content enrichment platforms.</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will have access to the materials to create and utilize rubrics, and writing process, and analyze student writing samples as examples of mentor text.</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Oct	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

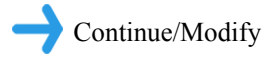
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 42% of students scored "Did Not Meet" on the English I STAAR EOC, retesters included. <b>Root Cause:</b> Students struggle with background knowledge, vocabulary, and written responses.</p>
<p><b>Problem Statement 2:</b> Only 4% of students scored "Masters" on the English II STAAR EOC, retesters included. <b>Root Cause:</b> Students struggle with background knowledge, vocabulary, and written responses. Additionally, a comprehensive English II teacher left midyear.</p>
<p><b>Problem Statement 3:</b> There is a low percentage of students who are meeting standard for TSIA math and reading. <b>Root Cause:</b> Knowledge of TSIA strategies is not widespread, and students are not prepared for that kind of assessment.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> According to the Student Experience Survey, students want to experience more engagement in their classes. As engagement was the lowest scoring area on average. <b>Root Cause:</b> Professional development, specifically for differentiated engagement and formative assessment strategies, is needed campus-wide, including electives.</p>

**Goal 3: STUDENT OUTCOME GOAL:** Student achievement on third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2025.

**Performance Objective 1:** Student achievement on the Algebra I state assessments , at the Meets performance level or above, will increase to 60% or higher, by June 2025.

**Evaluation Data Sources:** Common Assessments, ACPs, and STAAR EOC data.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers and students will individually track student data and teachers will create individualized growth plans (small group, tutoring, solo enrichment activities, etc.) for all Algebra I students, utilizing high quality instructional materials and curriculum.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will be trained in high leverage best practices, engagement, equity, and curriculum opportunities for all students, including virtual and digital platforms.</p> <p><b>Problem Statements:</b> Student Learning 2, 3 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The campus will utilize a demonstration teacher to build capacity for instructional practices and student achievement for teachers by coaching, model teaching, co-teaching, and providing professional development to staff.</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will utilize Carnegie and a consistent a problem-solving model to increase critical thinking and writing opportunities for students, and will implement the use of journals for students to show and write their justification (screen to scratch). Additionally, teachers will meet to internalize the units in Carnegie during PLCs.</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>



**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Only 4% of students scored "Masters" on the English II STAAR EOC, retesters included. **Root Cause:** Students struggle with background knowledge, vocabulary, and written responses. Additionally, a comprehensive English II teacher left midyear.

**Problem Statement 3:** There is a low percentage of students who are meeting standard for TSIA math and reading. **Root Cause:** Knowledge of TSIA strategies is not widespread, and students are not prepared for that kind of assessment.

**School Processes & Programs**





**Problem Statement 1:** According to the Student Experience Survey, students want to experience more engagement in their classes. As engagement was the lowest scoring area on average. **Root Cause:** Professional development, specifically for differentiated engagement and formative assessment strategies, is needed campus-wide, including electives.

**Perceptions**

**Problem Statement 1:** WHA scored in the 3rd quintile (87.2%) in College-going Culture on the Staff Climate Survey. **Root Cause:** In the past, college and career readiness/post-secondary knowledge have been primarily associated with only the senior class and therefore, the responsibility of only senior teachers.

**Goal 4: STUDENT OUTCOME GOAL:** Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

**Performance Objective 1:** African-American, Special Education, and 504 student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase by end of year 2024-25.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State certified teachers will analyze student data on both formative and summative assessments to develop personalized growth plans and provide targeted reteaching, small group instruction, tutoring, interventions, and individual student enrichment opportunities with the necessary digital (virtual platforms, laptops, headphones, texts) and physical (texts, writing utensils, notebooks, paper, etc.) resources to do so, in order to ensure achievement gaps are closed among student sub pops. Teachers will utilize professional learning communities, professional development, book studies, learning walks, instructional leaders, and a demonstration teacher in order to further develop and build their capacity in this practice.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> School will implement measures to increase academic performance in all classrooms through the provision of needed supplies for teachers (i.e. general supplies including chart paper, white board markers, engagement supplies, journals, pencils, paper, batteries, ink, folders, tone, student awards for perfect attendance (pencils, folder, binder and lanyards with logo) , technology, poster makers, resource books, text books, laminating machines and other instructional resources, (online subscriptions, wall wrap, etc.) by using funding source 282 and/or 211.</p> <p>School will implement measures to incentivize and recognize student academic success in all content areas through the disbursement of student awards by using funding source 282 and/or 211.</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** There is a lack of diversity in the student population. **Root Cause:** WHA has primarily been perceived as a Hispanic only school.

### Student Learning

**Problem Statement 1:** 42% of students scored "Did Not Meet" on the English I STAAR EOC, retesters included. **Root Cause:** Students struggle with background knowledge, vocabulary, and written responses.

**Problem Statement 2:** Only 4% of students scored "Masters" on the English II STAAR EOC, retesters included. **Root Cause:** Students struggle with background knowledge, vocabulary, and written responses. Additionally, a comprehensive English II teacher left midyear.

**Problem Statement 3:** There is a low percentage of students who are meeting standard for TSIA math and reading. **Root Cause:** Knowledge of TSIA strategies is not widespread, and students are not prepared for that kind of assessment.

**Problem Statement 4:** Students are under performing on SAT and TSIA. **Root Cause:** There is a lack of understanding of the importance of these tests in both student and teacher perspective, along with preparation.

### School Processes & Programs

**Problem Statement 1:** According to the Student Experience Survey, students want to experience more engagement in their classes. As engagement was the lowest scoring area on average. **Root Cause:** Professional development, specifically for differentiated engagement and formative assessment strategies, is needed campus-wide, including electives.

### Perceptions


**Problem Statement 1:** WHA scored in the 3rd quintile (87.2%) in College-going Culture on the Staff Climate Survey. **Root Cause:** In the past, college and career readiness/post-secondary knowledge have been primarily associated with only the senior class and therefore, the responsibility of only senior teachers.

**Goal 5: STUDENT OUTCOME GOAL:** The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.

**Performance Objective 1:** The percent of Adamson graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 85% to 90% by June 2025.

**Evaluation Data Sources:** CCMC dashboard and campus-wide tracker

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide campus-wide professional development over CCMR/CCMC, explaining the importance, responsibilities of all staff, and how data is impacted/tracked.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase all stakeholder awareness of post-secondary opportunities, requirements, and resources for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus will focus on diversifying recruitment opportunities for Choice programs: PTech, IB, etc, and school branding, as Choice programs highly impact CCMR/CCMC, by attending and hosting recruitment events in different areas of Dallas, not just Oak Cliff.</p> <p><b>Strategy's Expected Result/Impact:</b> Diversifying the student population and increasing the inclusive culture at Adamson.</p> <p><b>Staff Responsible for Monitoring:</b> Recruitment, APs, and Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The campus will offer and host and attend a variety of college, career, and military exploration options, including: campus visits, base visits, career and college fairs, and community career events for both students and parents to attend and obtain resources for post-secondary readiness, along with maintaining the physical presence of post-secondary options and encouragement throughout the campus, for example: posters, flyers, photos, pendants, flags, videos, etc, supported by school counselors and ASP staff.</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Counselors will create graduation plans and monitor college access program requirements, applications and scholarships to ensure students are on track for graduation and are college and career ready with the support of ASP. Counselors and community liaison will track and monitor class attendance and provide interventions for low attendance and academic performance. The campus will provide incentives for students reaching/achieving these steps to CCMR and post secondary success.</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
			

**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> There is a lack of diversity in the student population. <b>Root Cause:</b> WHA has primarily been perceived as a Hispanic only school.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> WHA scored in the 3rd quintile (87.2%) in College-going Culture on the Staff Climate Survey. <b>Root Cause:</b> In the past, college and career readiness/post-secondary knowledge have been primarily associated with only the senior class and therefore, the responsibility of only senior teachers.</p>

**Goal 5: STUDENT OUTCOME GOAL:** The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.

**Performance Objective 2:** The campus will provide equitable opportunities for students and stakeholders of diverse backgrounds to find success and engagement at Adamson.

**Evaluation Data Sources:** TEA Report Card, Powerschool demographic data, Student Activities dashboard data, PTECH enrollment, and IB recruitment.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus will offer a wide variety of clubs, organizations, and activities and the materials, space, incentives, technology, and tools necessary there in, in order to have 100% student and staff participation in extra-curricular opportunities.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus will provide two or more monthly, non-sports-related opportunities to interact with student programming, faculty and staff increases the interest level and participation of parents and families. These opportunities will build trust, cooperation and goodwill that will lead to positive family and parent support.</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The campus will provide teachers with relevant professional development, tools, digital and physical resources, and curriculum necessary to implementing best practices for all Adamson students' Social Emotional Learning and well-being, including campus-wide and grade level mental health initiatives, lessons, book studies, online platforms and resources, physical SEL representation in the hallways (posters, flyers, videos, etc.)</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The campus will have parent instructors available as needed to increase parent engagement and create recruitment opportunities to market the WHA and vertically aligned programs.</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative		
	Oct	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> There is a lack of diversity in the student population. <b>Root Cause:</b> WHA has primarily been perceived as a Hispanic only school.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> According to the Student Experience Survey, students want to experience more engagement in their classes. As engagement was the lowest scoring area on average. <b>Root Cause:</b> Professional development, specifically for differentiated engagement and formative assessment strategies, is needed campus-wide, including electives.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> WHA scored in the 3rd quintile (87.2%) in College-going Culture on the Staff Climate Survey. <b>Root Cause:</b> In the past, college and career readiness/post-secondary knowledge have been primarily associated with only the senior class and therefore, the responsibility of only senior teachers.</p>

**Goal 5: STUDENT OUTCOME GOAL:** The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.

**Performance Objective 3:** The campus will equitably provide a wide array of advanced academic opportunities along with the materials and technology required for all students, including African American and EB students, that will further CCMC and student growth across the campus.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Adamson will develop an International Baccalaureate Program and recruit a diverse group of students for each cohort, providing those students with the tools, materials, technology, curriculum, and support necessary to foster students both academically but also in their social emotional capacity. IB teachers will be provided with the physical tools, digital resources, and professional development required for IB implementation.</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 Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Adamson will develop a Secondary Dual Language Program and recruit EB students for each cohort, providing those students with the tools, materials, technology, curriculum, and support necessary to foster students both academically but also in their social emotional capacity. DL teachers will be provided with the physical tools, digital resources, and professional development required for DL implementation.</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 Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 1:** There is a lack of diversity in the student population. **Root Cause:** WHA has primarily been perceived as a Hispanic only school.

### School Processes & Programs

**Problem Statement 1:** According to the Student Experience Survey, students want to experience more engagement in their classes. As engagement was the lowest scoring area on average. **Root Cause:** Professional development, specifically for differentiated engagement and formative assessment strategies, is needed campus-wide, including electives.

### Perceptions

**Problem Statement 1:** WHA scored in the 3rd quintile (87.2%) in College-going Culture on the Staff Climate Survey. **Root Cause:** In the past, college and career readiness/post-secondary knowledge have been primarily associated with only the senior class and therefore, the responsibility of only senior teachers.