

Waco Independent School District

Waco High School

2025-2026 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!

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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		
Strategy 1: Invite parents, community members, business partners, staff and students to engage with the campus by attending Family Funfest, Freshman Orientation, parent kickoff, mentor meetings, and community engagements. Strategy's Expected Result/Impact: Build trust and communication with all stakeholders Staff Responsible for Monitoring: Parent and Community Liaison, Communities in Schools ESF Levers: Lever 3: Positive School Culture Funding Sources: - State Compensatory Education, - Title 1, - Title I Parent Involvement	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate campus priorities for 2025-2026 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. Strategy's Expected Result/Impact: Increase knowledge of campus focus areas Staff Responsible for Monitoring: Principal, Associate Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress










Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase knowledge of campus activities and student performances Staff Responsible for Monitoring: Coaches, UIL Sponsors ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue monthly newsletter to parent and community to share key activities and positive stories about Waco High School. Strategy's Expected Result/Impact: Newsletter provides timely information to parents and stakeholders Staff Responsible for Monitoring: Parent Liaison, Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Considerable	 Moderate Progress	 Considerable
 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		
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 ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
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 ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Considerable	 Considerable	 Moderate Progress
Strategy 3 Details	Formative Reviews		
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 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	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Considerable







Strategy 4 Details	Formative Reviews		
Strategy 4: Create a male parent/guardian group called the Lion's Pack to help create a safe culture and climate for the campus. Strategy's Expected Result/Impact: Increase positive behavioral outcomes for students Staff Responsible for Monitoring: Restorative Specialist, Parent Liaison ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 5 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase Family Engagement Staff Responsible for Monitoring: Principals, Parent Liaison, CCMR Specialist, Counselors, CIS Site Coordinator TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - State Compensatory Education, - Title 1	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize Communities in Schools programs to help students that demonstrate early warning signs of dropping out of school . Strategy's Expected Result/Impact: Improve academics, attendance, and/or behavior in order to stay in school and graduate. Staff Responsible for Monitoring: Parent Involvement, CIS Site Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: - State Compensatory Education	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
 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		
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. Strategy's Expected Result/Impact: Increase in recruitment of a diverse staff Staff Responsible for Monitoring: Principal/Social Media Liaison, Dean of CTE TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to have new teacher huddles during protected planning days, as well as after school once a month, to support new teachers. Strategy's Expected Result/Impact: Higher Retention Rates Staff Responsible for Monitoring: English Teacher/ELA Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress











Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increased campus morale Staff Responsible for Monitoring: Principal, Associate Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to shout out support staff in our weekly newsletter to ensure cafeteria workers, custodians, contractors, and transportation are being recognized. Strategy's Expected Result/Impact: Help retain highly qualified support staff Staff Responsible for Monitoring: Dean of CTE, Principal, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Oct	Jan	May
	 Moderate Progress	 Some Progress	 Some Progress
 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		
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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture		Formative		
		Oct	Jan	May
		 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details		Formative Reviews		
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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture		Formative		
		Oct	Jan	May
		 Moderate Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide training to academic intervention teachers to support the implementation of small group instruction in literacy and mathematics. Strategy's Expected Result/Impact: Systematized interventions implemented for small group remediation Staff Responsible for Monitoring: Associate Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Oct	Jan	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide professional development and support for campus paraprofessionals to improve effectiveness of academic and behavioral strategies. Strategy's Expected Result/Impact: Increased knowledge and skills of campus paraprofessionals, resulting in system effectiveness Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
	 Some Progress	 Some Progress	 Some Progress
 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		
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 ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	<div><div></div></div> Some Progress		<div><div></div></div> No Progress
Strategy 2 Details	Formative Reviews		
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 TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Oct	Jan	May
	<div><div></div></div> Some Progress	<div><div></div></div> Some Progress	<div><div></div></div> Some Progress
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>			










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		
Strategy 1: Implement the use of scope and sequence curriculum documents and unit assessments for all subjects. Strategy's Expected Result/Impact: Curriculum implemented at the beginning of the year Staff Responsible for Monitoring: Instructional Coaches, Principal, Assistant Principals 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	Formative		
	Oct	Jan	May
	 Some Progress	 Some Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Hold department chair and IC meetings to provide feedback and revise the strategic academic plan. Strategy's Expected Result/Impact: Teacher refine feedback to refine scope and sequence Staff Responsible for Monitoring: Associate Principal, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement PLC+ and Structured PLCs with agendas, minutes, and action steps to increase student achievement. Strategy's Expected Result/Impact: Increase teacher awareness of student needs as it relate to student expectations Staff Responsible for Monitoring: Teachers, Administrators, Instructional Specialist, Secondary Coordinators ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
	 Some Progress	 Some Progress	 Some Progress

Strategy 4 Details	Formative Reviews		
Strategy 4: Monitor the implementation of Pre-AP/AP curriculum in all subject areas. Strategy's Expected Result/Impact: Increased meet's and master's level performance on STAAR EOC, increased AP test scores, increased AP scores Staff Responsible for Monitoring: Principal, Associate, Assistant Principals, Instructional Specialists, AP Coordinator	Formative		
	Oct	Jan	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 5 Details	Formative Reviews		
Strategy 5: Use common unit assessments in the DDI process to evaluate learning and guide instructional adjustments. Strategy's Expected Result/Impact: Increased targeted instruction for student remediation and increased academic outcomes for each student subpopulation. Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Specialists TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Some Progress	 Some Progress	 Moderate Progress
Strategy 6 Details	Formative Reviews		
Strategy 6: Continue to use TEA interim assessments to identify areas of instructional focus and interventions for each content area. Strategy's Expected Result/Impact: Greater understanding of what academic interventions are needed and identify areas of needed support to meet student growth targets Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide support to teachers on the usage of data to determine instructional adjustments through reports from Eduphoria, OnData Suite and 5 Lab. Strategy's Expected Result/Impact: Data will drive content specific interventions Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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		
Strategy 1: Monitor student attendance in dual credit courses to ensure compliance with state attendance accounting guidelines. 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 Staff Responsible for Monitoring: CCMR Specialist, Lead Counselor ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor academic advising, transcript (pathways software) process for incoming students, and separation of class rank calculations from academic advising. Strategy's Expected Result/Impact: Transcript audits will show little to no mistakes Staff Responsible for Monitoring: Principal, Counselors ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement staff and mastering scheduling process and use of Cardonex with fidelity. 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 Staff Responsible for Monitoring: Associate Principal, Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Decrease number of schedule changes, more students receiving their requested courses, and increased graduation rate of students with endorsement Staff Responsible for Monitoring: Associate Principal, AP Coordinator, Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







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		
Strategy 1: Provide continued training for data driven instruction to systematically inform the response to data, lesson planning, reteach plans, and interventions. 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 Staff Responsible for Monitoring: Associate Principal, Principal 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	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Student will get the correct support for EOC, TSIA, and SAT Staff Responsible for Monitoring: Instructional Coordinators, Associate Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - State Compensatory Education, - Title 1	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Offer Night School, Credit Recovery, Saturday School, and Homework Club (after school tutoring) Strategy's Expected Result/Impact: Students will utilize Edmentum to regain credits and attendance recovery. Staff Responsible for Monitoring: At Risk Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title 1	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			











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		
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. 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 Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, 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	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Attend Action Coaching training to increase the use of effective observation and feedback cycles to support and improve instruction. Strategy's Expected Result/Impact: Attend Action Coaching training to increase the use of effective observation and feedback cycles to support and improve instruction Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Some Progress	 Moderate Progress
 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		
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 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	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
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 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	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress







Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a TSI testing plan focused on common testing practices and schedule across grade levels. Strategy's Expected Result/Impact: Testing process administered according to College Board guidelines Staff Responsible for Monitoring: Dean of CTE, CCMR coordinator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
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<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 2025 graduates requesting a final transcript for attendance at a college or university.

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increased number of students admitted into a four-year university Staff Responsible for Monitoring: WHS AVID Coordinator, Senior Counselor, Associate Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - State Compensatory Education, - Title 1	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Host a College Awareness Week for all students. The topics covered will include admissions, financial aid, and academic readiness. 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 Staff Responsible for Monitoring: AVID Coordinator, Senior Counselor, Associate Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - State Compensatory Education, - Title 1	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students will gain an understanding of the many options for post-secondary education. Staff Responsible for Monitoring: AVID Coordinator, Associate Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title 1, - State Compensatory Education	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: The Senior Counselor will be able to provide targeted support to senior students which will subsequently increase CCMR ratings Staff Responsible for Monitoring: Senior Counselor, Associate Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide professional development to staff on the usage of AVID WICOR/Culturally Relevant teaching strategies. Strategy's Expected Result/Impact: Adoption of research based instructional strategies by teachers to support student needs. Staff Responsible for Monitoring: WHS AVID Coordinator, Principal, Associate Principal, Assistant Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - State Compensatory Education	Formative		
	Oct	Jan	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		
Strategy 1: Continue to use State Comp funds for the Optional Flexible School program that occurs in the evening for students at risk of dropping out. Strategy's Expected Result/Impact: Increased graduation rate and decreased dropout rate Staff Responsible for Monitoring: Associate Principal, Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - State Compensatory Education	Formative		
	Oct	Jan	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor multiple data resources to assist in the identification of students at risk for dropping out of school. Strategy's Expected Result/Impact: Data analyzed frequently to identify students based on absenteeism, homelessness, discipline concerns, credit accrual, grades, WIN . Staff Responsible for Monitoring: At-Risk Coordinator ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students establish post-secondary plans Staff Responsible for Monitoring: CCMR Coordinator TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Some Progress
Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increased student success in dual credit coursework Staff Responsible for Monitoring: Associate Principal, Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 5 Details	Formative Reviews		
Strategy 5: Use ESSER funds for temporary worker pay to make call-outs to parents for students that have attendance issues. Strategy's Expected Result/Impact: Decrease the number of students will attendance issues Staff Responsible for Monitoring: Principal, Associate Principal ESF Levers: Lever 2: Strategic Staffing	Formative		
	Oct	Jan	May
	 Considerable	 Moderate Progress	 Considerable
 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 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 Administrators</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		
	Oct	Jan	May
	 Some Progress	 Some Progress	 Some Progress
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 Administrators</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> <p>Funding Sources: - State Compensatory Education</p>	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Train faculty in AVID methodologies and WICOR strategies that will develop students' critical thinking, literacy, and math skills across all content areas. Implement an AVID tutoring program to ensure student success. Strategy's Expected Result/Impact: Increase college readiness. Staff Responsible for Monitoring: AVID Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Additional Targeted Support Strategy Funding Sources: - State Compensatory Education	Formative		
	Oct	Jan	May
	 Moderate Progress	 Some Progress	 Moderate Progress
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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		
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 ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
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 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	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 3 Details	Formative Reviews		
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 ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure behavioral staff are trained and placed in strategic positions around the campus to ensure the safety of all staff and students. Strategy's Expected Result/Impact: Decrease in physical altercations Staff Responsible for Monitoring: Principal, Behavioral Team ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 5 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Decrease conflict between students, increase student attendance and overall academic performance of students Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Specialists, Department Chairs ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 6 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Decrease conflict between students and increase overall academic student performance. Staff Responsible for Monitoring: Administrators, ISs and Department Chairs ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 7 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Anonymous reporting will increase student safety Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 8 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increased academic and social outcomes for identified freshmen group Staff Responsible for Monitoring: Link Crew Teachers, Principal, Associate Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Some Progress	 Some Progress
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			











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		
Strategy 1: Provide professional development on SEL indicators to staff during teacher professional development. Strategy's Expected Result/Impact: Decrease conflict between students, increase student attendance and overall academic performance of students Staff Responsible for Monitoring: Principal, Counselors, Instructional Specialists, Department Chairs ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increased academic achievement for identified student populations Staff Responsible for Monitoring: Principal, Associate Principal, Lead Counselor	Formative		
	Oct	Jan	May
	 Some Progress	 Moderate Progress	 Moderate Progress
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			