

WHARTON H S

2025-2026 Wharton HS Campus Improvement Plan

2025/2026

#AllIn4WISD
#TogetherWeWill

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WHARTON H S

Mission

Wharton High School empowers every student to achieve academic excellence, embrace diversity, and grow into responsible, compassionate leaders. Through high standards, a safe and inclusive environment, and a culture of respect and resilience, we prepare our students for success in college, careers, and life.

Vision

Wharton High School envisions a future where every student thrives in a diverse, supportive community that values learning, character, and achievement. We strive to be a campus recognized for academic rigor, cultural unity, and a positive climate where excellence is expected and potential is realized.

Nondiscrimination Notice

WHARTON H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

WHARTON H S Site Base

Name	Position
Bell, Diana	Principal
Sessions-Owens, Alysha	Associate Principal
McCurdy, DeWayne	Assistant Principal
Espinoza, Ron	Fine Arts Department Chair
Hinze, Carly	Special Education Department Chair
Babu, Swapna	Mathematics Department Chair
Barnes, LaRoss	Social Studies Department Chair
Hawk, Kevin	Science Department Chair
Pursley, Eric	English Department Chair
Witzkoski, Kelsey	CTE Department Chair
Alameda, Tiffany	Campus Secretary
Witek, Kristy	Paraprofessional
Barbee, Covey	ROAR Coordinator
Witzkoski, Cody	CTE Teacher

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Goal 1. Improve Student Academic Achievement

Objective 1. By May 2026, increase the percentage of students meeting or exceeding grade-level expectations in ELA, Math, Science, and Social Studies by 10%, as measured by state and district assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strengthen PLC collaboration to analyze student data and align curriculum. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Associate Principal, Core Subject Teachers, Department Head, Lead Teacher, Principal(s), Teacher(s)	August 2025 - May 2026		Criteria: August 2025: Conduct baseline assessments and set academic benchmarks. October 2025 – April 2026: Monitor student progress monthly via PLCs and adjust instruction. January 2026: Mid-year data analysis and intervention adjustment. May 2026: Final assessments and reflection for next year's plan.
2. Offer targeted tutoring and intervention during the school day. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Associate Principal, Core Subject Teachers, Department Head, Lead Teacher, Principal(s), Teacher(s)	August 2025 - May 2026		Criteria: August 2025: Conduct baseline assessments and set academic benchmarks. October 2025 – April 2026: Monitor student progress monthly via PLCs and adjust instruction. January 2026: Mid-year data analysis and intervention adjustment. May 2026: Final assessments and reflection for next year's plan.

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Goal 2. Foster a Positive and Inclusive School Culture

Objective 1. By May 2026, increase student sense of belonging and staff satisfaction by 20% as measured by school climate and culture surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Launch a student voice committee to provide feedback on school culture. (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Associate Principal, Core Subject Teachers, Department Head, Lead Teacher, Principal(s), Teacher(s)	August 2025 - May 2026		Criteria: September 2025: Administer initial culture and climate survey. October 2025 – May 2026: Implement student-led events and PD. February 2026: Mid-year survey and feedback review. May 2026: Final survey and analysis.
2. Host monthly cultural awareness and inclusion events. (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Associate Principal, Core Subject Teachers, Department Head, Lead Teacher, Principal(s), Teacher(s)	August 2025 - May 2026		Criteria: September 2025: Administer initial culture and climate survey. October 2025 – May 2026: Implement student-led events and PD. February 2026: Mid-year survey and feedback review. May 2026: Final survey and analysis.

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Goal 3. Enhance Campus Safety and Security

Objective 1. By March 2026, improve school safety ratings by 30% as measured by internal audits and student/staff surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct monthly safety drills and update emergency response protocols. (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Associate Principal, Core Subject Teachers, Department Head, Lead Teacher, Principal(s), SRO Officer, Teacher(s)	August 2025 - May 2026		Criteria: August 2025: Staff safety training and system audits. September 2025 – March 2026: Monthly drills, audits, and trainings. January 2026: Mid-year safety review with updated procedures. March 2026: Final safety evaluation and survey.
2. Offer training for staff and students on conflict resolution and emergency preparedness. (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Associate Principal, Core Subject Teachers, Department Head, Lead Teacher, Principal(s), Teacher(s)	August 2025 - May 2026		Criteria: August 2025: Staff safety training and system audits. September 2025 – March 2026: Monthly drills, audits, and trainings. January 2026: Mid-year safety review with updated procedures. March 2026: Final safety evaluation and survey.
3. Effective usage of the RAPTOR system. (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Associate Principal, Core Subject Teachers, Department Head, Lead Teacher, Principal(s), Teacher(s)	August 2025 - May 2026		Criteria: August 2025: Staff safety training and system audits. September 2025 – March 2026: Monthly drills, audits, and trainings. January 2026: Mid-year safety review with updated procedures.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				March 2026: Final safety evaluation and survey.

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Goal 4. Improving Staff Recruitment, Retainment, & Support

Objective 1. (improve staff recruitment, support, and retention by 15%) To improve staff recruitment, support, and retention by 15% over the next two years through structured professional learning, mentoring programs, and leadership development initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. Support Strategy 1.1: Implement a structured new teacher/principal mentoring program with monthly check-ins and goal tracking. Timeline: Launch August 2025; review progress each semester. Strategy 1.2: Provide differentiated professional development focused on instructional leadership, classroom management, and student engagement. Timeline: Quarterly sessions beginning Fall 2025. Strategy 1.3: Conduct monthly climate and culture check-ins through anonymous surveys and leadership listening sessions. Timeline: Start October 2025; monthly thereafter. (Target Group: All) (Strategic Priorities: 1,3,4) (ESF: 1.1.1,2,3)	Assistant Principal(s), Associate Principal, Athletic Director, Counselor(s), Curriculum & Instruction Administrator, Department Head, Instructional Coach(es), Mentor Teachers, Principal(s), Superintendent, Teacher(s)	2025-2026		Criteria: Mentoring program established and mentor/mentee pairings completed by August 2025. Documentation of monthly mentor-mentee check-ins and goal-setting activities. Semester review summaries reflecting mentor and mentee progress toward professional goals. Feedback surveys from mentors and mentees indicating satisfaction with support and growth. Comparison of retention rates for new teachers and administrators to prior years. Completion of four differentiated PD sessions per year aligned to staff needs and campus goals. Attendance and participation rates in PD sessions. Staff surveys or reflections indicating growth in targeted instructional practices. Evidence of implementation observed through classroom walkthroughs and instructional feedback.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Correlation between PD focus areas and improvement in student engagement or instructional rigor data. Monthly surveys and/or listening sessions conducted and analyzed for trends. Documentation of feedback themes, action items, and follow-
2. Retention Strategy 2.1: Establish recognition programs for teaching excellence, leadership, and innovation. Timeline: Begin recognition cycle in January 2026. Strategy 2.2: Offer career advancement pathways through leadership academies and campus-based leadership roles. Timeline: Launch pilot leadership academy by Spring 2026. Strategy 2.3: Conduct annual retention interviews and stay conversations to identify and address staff needs. Timeline: Begin Spring 2026; annually thereafter. (Target Group: All) (ESF: 1,2,2.1,3,5)	Assistant Principal(s), Associate Principal, Athletic Director, Curriculum & Instruction Administrator, Department Head, Instructional Coach(es), Mentor Teachers, Superintendent, Teacher(s)			Criteria: Launch of a formalized recognition program by January 2026. Number and variety of staff recognized across categories (excellence, leadership, innovation). Frequency and visibility of recognition (staff meetings, newsletters, social media, etc.). Staff feedback indicating increased sense of value and appreciation. Improvement in staff morale or satisfaction survey results related to recognition. Implementation of leadership academy by Spring 2026 with defined curriculum and

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				participation criteria. Number of participants enrolled in leadership academy or serving in leadership roles. Participant feedback on professional growth and preparedness for future leadership opportunities. Increase in internal promotions or teacher-led initiatives as a result of program participation. Documentation of program outcomes and adjustments based on annual review. Completion rate of retention interviews and stay conversations each school year. Analysis of feedback trends and identified areas

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Wharton Independent School District

Demographics Strengths

Wharton High School has a diverse population which allows students to be exposed to multiple cultures. Students have shared that the ability to get to know people from different cultures makes for a positive school climate.

Demographics Weaknesses

An analysis of our school's behavior data reveals a significant and concerning disparity in disciplinary outcomes among African American, Hispanic, and Special Education students compared to their peers. These student groups are disproportionately represented in office referrals, in-school suspensions, and out-of-school suspensions, despite not exhibiting a proportionally higher rate of severe behavioral infractions.

Demographics Needs

The root causes may include gaps in staff professional development on equity and behavior management, limited restorative practices, and a lack of tiered behavioral interventions tailored to diverse learning and cultural needs. This trend not only undermines equity and inclusivity but also impacts the academic and social-emotional outcomes of the affected student populations.

Demographics Summary

Addressing this issue is a critical priority. The school must implement evidence-based, culturally responsive behavior frameworks, increase staff training in trauma-informed practices, and strengthen data monitoring systems to ensure equitable disciplinary processes. Stakeholder collaboration—including input from students, families, and community partners—will be essential in creating a supportive, just, and inclusive

Comprehensive Needs Assessment

Demographics Summary (Continued)

school climate for all students.

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data
Multi-Year Trends
Progress Monitoring Tools
Wharton Independent School District

Student Achievement Strengths

Spring 2025 EOC Data:
18% of students scored meets or masters on Algebra 1 EOC
53% of students scored meets or masters on Biology EOC
32% of students scored meets or masters on English 1 EOC
30% of students scored meets or masters on English 2 EOC
37% of students scored meets or masters on US History EOC

Student Achievement Weaknesses

Spring 2025 EOC Data:
37% of students did not pass the Algebra 1 EOC
14% of students did not pass the Biology EOC
53% of students did not pass the English 1 EOC
51% of students did not pass the English 2 EOC
13% of students did not pass the US History EOC

Comprehensive Needs Assessment

Student Achievement Needs

With 53% of students not passing English 1 and 51% not passing English 2, ELA is the most urgent academic area requiring intervention. The data suggests systemic issues in reading comprehension, writing proficiency, or curriculum alignment. There is a need for targeted literacy support, increased instructional time, and professional development for ELA teachers.

37% of students did not pass the Algebra 1 EOC, indicating a significant need for math intervention. This performance may reflect gaps in foundational math skills or insufficient support in algebraic thinking. An extensive review of pacing guides, formative assessments, and remediation strategies currently in use is needed.

Student Achievement Summary

The EOC data clearly shows that English Language Arts and Algebra 1 require strategic attention to ensure students are prepared for academic success and graduation. A multi-tiered system of supports, data-driven decision making, and consistent instructional leadership will be critical in addressing these areas of need moving forward.

School Culture and Climate

School Culture and Climate Data Sources

Discipline Referrals
Expulsion/Suspension Records
Survey and Interviews of Students/Staff/Parents
Wharton Independent School District

School Culture and Climate Strengths

Wharton High School offers a variety of clubs, organizations and extracurricular activities for students that include academic organizations, UIL sports and competition teams, FCCLA, and a robust Fine Arts program.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Wharton High School staff participate in a biannual survey to provide valuable feedback on the campus climate and culture. During the 2024–2025 school year, survey results showed a positive trend, with overall improvement from December to April—reflecting the ongoing efforts to foster a supportive and engaging school environment.

School Culture and Climate Weaknesses

The comprehensive needs assessment examines the 39% increase in student discipline infractions between the 2023–2024 and 2024–2025 academic years. Infractions rose from 256 incidents in 2023–2024 to 356 incidents in 2024–2025. This trend raises concerns about student behavior, school climate, and the effectiveness of current behavior intervention strategies. This assessment aims to identify potential root causes, contributing factors, and actionable steps to improve student conduct and reduce behavioral issues.

School Culture and Climate Needs

Behavioral Data Monitoring & Reporting: Improved tracking of infraction types, locations, and student demographics to better inform interventions.

Consistent School-Wide Discipline Policy: Clearly defined expectations, consequences, and processes for addressing misconduct.

Social-Emotional Learning (SEL) Support: Implementation or strengthening of SEL curricula to teach self-regulation, empathy, and conflict resolution.

Restorative Practices: Training and implementation of restorative approaches to repair harm and build community.

Staff Professional Development: Ongoing training in classroom management, equity in discipline, and positive behavior interventions.

Increased Mental Health Resources: Expansion of access to school counselors, psychologists, and partnerships with external mental health providers.

Family and Community Engagement: Collaboration with families and community organizations to support positive student behavior and well-being.

School Culture and Climate Summary

The 39% increase in discipline infractions from the 2023–2024 to the 2024–2025 school year reflects a critical need for enhanced behavior

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

supports, consistent discipline practices, and comprehensive school climate strategies. By addressing the underlying causes and implementing data-driven interventions, the school can work toward reducing infractions, improving student behavior, and fostering a safer, more supportive learning environment.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Wharton High School began the school year fully staffed, ensuring that all instructional positions were filled with qualified educators from day one. Although one teacher departed early in the fall semester, the school responded quickly and effectively, securing a qualified replacement with minimal disruption to student learning. Additionally, all District of Innovation (DOI) teachers returning for the 2025–2026 school year have committed to enrolling in an approved certification program. This commitment reflects the school's proactive approach to staff development and its dedication to building a highly qualified instructional team. These efforts demonstrate strong administrative leadership, a positive school climate, and a clear focus on long-term teacher quality and student success.

Staff Quality, Recruitment and Retention Weaknesses

Leadership Stability:

The repeated changes in administration have impacted staff morale and trust. Many teachers have expressed uncertainty regarding the school's future and have found it difficult to invest in long-term planning or professional development initiatives. Inconsistent leadership has led to varied approaches in instructional expectations, accountability systems, and communication processes. As a result, staff cohesion and alignment to campus goals have been compromised.

Staffing and Recruitment:

In addition to leadership instability, the district is facing a financial crisis, which has further strained campus operations. Salaries within the district remain below the state average, making it increasingly difficult to attract and retain qualified educators. This is particularly challenging in specialized content areas such as math, science, and special education. While current staff are committed and dedicated to student success, the burden of vacancies and limited support has led to increased workloads and burnout.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

Financial Constraints:

The district's financial limitations have resulted in reduced resources for both students and staff. Budget cuts have affected instructional materials, technology upgrades, and professional development opportunities. Furthermore, the inability to offer competitive compensation packages has weakened the school's ability to compete with neighboring districts for top talent. These constraints have a direct impact on student learning experiences and teacher effectiveness.

Staff Quality, Recruitment and Retention Needs

Wharton High School is in urgent need of strategic, stable leadership and targeted support to restore staff confidence and rebuild a cohesive campus culture. Addressing salary competitiveness and implementing clear, consistent communication from administration are critical steps toward improving teacher retention and recruitment. Long-term planning must include fiscal sustainability, transparent leadership practices, and a renewed focus on academic excellence and staff development. With intentional efforts, the school can recover from recent setbacks and re-establish a strong foundation for student and staff success.

Staff Quality, Recruitment and Retention Summary

Wharton High School, a rural campus in Texas, is currently navigating a period of significant transition and challenge. Over the past several years, the school has experienced multiple changes in campus leadership. This leadership turnover has contributed to a lack of continuity in vision, priorities, and school culture, leaving faculty and staff uncertain about the direction and long-term goals of the campus.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers at Wharton High School are equipped with proven instructional strategies that support effective, standards-based instruction. Instruction across content areas is aligned with the Texas Essential Knowledge and Skills (TEKS), ensuring consistency and rigor. All core content teachers are provided with both a daily conference period and a common planning period, allowing for meaningful collaboration, instructional planning, and data-driven decision-making.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Assessment plays a critical role in driving instruction. Unit assessments and End-of-Course (EOC) benchmarks are regularly administered to measure student growth and academic achievement. Assessment data is systematically analyzed to identify instructional strengths and areas for improvement. This process informs necessary instructional adjustments aimed at enhancing teaching practices, student engagement, and both teacher-student and student-student interactions.

Additionally, students enrolled in the R.O.A.R. Academy are provided with early college opportunities, including the chance to take the Texas Success Initiative (TSI) assessment and begin college coursework as early as 9th grade. The program is designed to support students in earning an Associate's Degree by the time they graduate from high school, promoting college readiness and postsecondary success.

Curriculum, Instruction and Assessment Weaknesses

Wharton High School faces several challenges that impact the consistency and effectiveness of instructional practices. Limited training and follow-up support on data-driven instruction have hindered teachers' ability to make informed, targeted instructional decisions. Frequent leadership transitions have disrupted the establishment of consistent instructional expectations and coaching systems. Additionally, ongoing financial constraints have restricted access to high-quality professional development and updated curriculum resources. The effectiveness of Professional Learning Communities (PLCs) is also inconsistent, largely due to varying levels of experience among staff in collaborative planning and data analysis.

Curriculum, Instruction and Assessment Needs

Increased consistency in the use of assessment data to drive instructional adjustments across all departments.

Professional development focused on deeper data analysis, differentiation strategies, and increasing student engagement.

Greater alignment between formative assessments and state standards to ensure preparedness for STAAR/EOC assessments.

Continued support and scalability of the R.O.A.R. Academy to ensure more students can access early college opportunities.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

Strengthened instructional leadership and coaching to ensure fidelity in instructional practices campus-wide.

Curriculum, Instruction and Assessment Summary

Wharton High School is working to overcome several instructional challenges stemming from leadership instability, limited professional development, and financial constraints. Frequent changes in leadership have disrupted consistency in instructional expectations and coaching systems, while budget limitations have reduced access to ongoing training and curriculum resources. Additionally, teachers have had limited support in implementing data-driven instruction, and the effectiveness of PLCs varies due to differing levels of experience with collaborative planning. These factors collectively impact instructional consistency, teacher support, and student achievement, highlighting a need for stable leadership, targeted professional development, and structured collaboration.

Family and Community Involvement

Family and Community Involvement Strengths

Wharton High School has made significant strides in improving communication with families through the integration of the Remind app and an increased presence on social media platforms. These efforts have resulted in more timely, consistent, and informative communication, contributing to a stronger connection between the school and its families. The campus offers a variety of parent meetings and community engagement opportunities throughout the year, including CTE Night, ROAR Academy information sessions, FAFSA workshops, college and career sessions, Back to School Night, Open House, Orientation, and Tax Payer Tuesday. These events provide meaningful opportunities for families to stay informed and involved in their students' academic journey.

Family and Community Involvement Weaknesses

While Wharton High School has improved communication through digital platforms and offers a variety of parent and community events, participation and engagement levels remain inconsistent. Some families face barriers such as limited internet access, language differences, or scheduling conflicts that prevent them from fully engaging with school communications and events. Additionally, feedback opportunities for

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

parents are limited, making it difficult to assess the effectiveness of current outreach efforts and to ensure all family voices are heard and represented.

Family and Community Involvement Needs

Wharton High School needs to develop and implement strategies that increase parent and community participation by addressing barriers such as limited internet access, language differences, and scheduling conflicts. There is also a need to create more inclusive and accessible opportunities for families to provide feedback, ensuring diverse perspectives are considered in school planning and communication efforts. Strengthening two-way communication and removing engagement barriers will help build stronger partnerships between the school and its families.

Family and Community Involvement Summary

Wharton High School has made notable progress in enhancing communication with families through the use of digital platforms like the Remind app and increased social media outreach, alongside offering a variety of informative events throughout the year. However, challenges remain in achieving consistent family engagement due to barriers such as limited internet access, language differences, scheduling conflicts, and insufficient opportunities for parent feedback. To strengthen partnerships and ensure all families are actively involved, the school must implement targeted strategies that address these barriers and promote inclusive, two-way communication.

School Context and Organization

School Context and Organization Strengths

Wharton High School benefits from a well-structured staff organization that supports both student academic and social-emotional needs. The campus is led by a dedicated administrative team of three administrators who provide leadership and oversee school operations. Supporting student success are two counselors and a college and career counselor, ensuring that students receive guidance on academic planning, mental health, and postsecondary opportunities. The teaching staff consists of between 45 and 50 full-time educators committed to delivering quality instruction across a range of subject areas. Additional support personnel, including a library aide, nurse, and student support staff,

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

contribute to a safe and supportive learning environment. This comprehensive staffing allows for personalized student attention and promotes collaboration among educators and support personnel.

School Context and Organization Weaknesses

Despite a solid staffing framework, the rural location of Wharton High School presents challenges in recruitment and retention, resulting in occasional staffing shortages or reliance on less experienced personnel in specialized areas. The limited number of administrators can lead to stretched leadership capacity, making it difficult to provide consistent instructional coaching and timely support across all departments. Counselors, while dedicated, face high caseloads that limit their ability to provide intensive one-on-one support. Additionally, some support roles such as the library aide and student support staff are limited in hours, restricting their availability during critical times. These factors can impact the school's ability to fully meet the diverse needs of its student population.

School Context and Organization Needs

Wharton High School needs targeted strategies to improve staff recruitment and retention, particularly for specialized teaching positions and support roles, to ensure stability and instructional continuity. Expanding leadership capacity, whether through additional administrative support or distributed leadership models, is critical to strengthen instructional coaching and improve staff development. Increasing counseling resources or optimizing caseload management will enhance student support services. Additionally, extending the hours or staffing of support personnel such as the library aide and student support staff can improve accessibility and responsiveness to student needs. Focused investments in human resources are necessary to maintain a high-functioning, collaborative school environment.

School Context and Organization Summary

Wharton High School's staff organization provides a strong foundation for student success, with a dedicated leadership team, qualified educators, and essential support personnel. However, the rural setting and limited staffing capacity present challenges in recruitment, retention, and resource availability that impact instructional support and student services. Addressing these needs through strategic staffing enhancements, leadership expansion, and resource allocation will be vital to sustaining a supportive and effective educational environment tailored to the unique needs of the school community.

Comprehensive Needs Assessment

Technology

Technology Strengths

Wharton High School benefits from a foundational level of instructional technology support. All teachers are issued district-provided laptops, ensuring that each educator has access to a reliable device for lesson planning, digital instruction, and communication. Additionally, classrooms are equipped with projectors or have them pre-installed, which supports visual learning and multimedia engagement. This baseline of technology allows most teachers to implement digital resources into daily instruction.

Technology Weaknesses

Despite these strengths, the campus faces several limitations in its classroom technology infrastructure. Only a few classrooms are equipped with smart screens or smart boards, which restricts opportunities for interactive and student-centered instruction. Additionally, not all classrooms have functioning phones, which can hinder timely communication and create safety concerns. The most significant barrier to instructional technology is the inconsistent internet connectivity across the campus, which disrupts digital learning and instructional pacing.

Technology Needs

To enhance instructional delivery and ensure equitable access to technology, the campus needs to prioritize upgrading classroom equipment and improving connectivity. Expanding access to interactive smart technology (such as smart boards or interactive panels) across more classrooms would enable more dynamic teaching and student engagement. Equipping all classrooms with reliable phones would strengthen internal communication and support safety protocols. Most critically, the school must work with district technology services to stabilize and strengthen internet infrastructure to support uninterrupted teaching, learning, and communication.

Technology Summary

While the campus has made commendable strides in providing teachers with essential technology tools like laptops and projectors, there are critical gaps in classroom technology that hinder optimal instruction and campus operations. Addressing the limited access to smart technology, ensuring all classrooms have functioning phones, and resolving inconsistent internet connectivity will be essential steps in advancing

Comprehensive Needs Assessment

Technology Summary (Continued)

instructional quality and supporting both staff and student success in a 21st-century learning environment.

Resources

Resource	Source
CTE Funds - Carl Perkins	Federal
WCJC Tuition Assistance Program	Local
CTE Funds	State
Local Funds	State