

Wichita Falls Independent School District
Memorial High School
2025-2026 Campus Improvement Plan

Mission Statement

Mission:

The Mission of the Wichita Falls Independent School District and Memorial HS is to equip students to become contributing members of their community.

Adopted by the Wichita Falls ISD Strategic Plan as approved by the WFISD School Board July 15, 2024.

Our Priorities

1. Students

1.1 Every student grows academically each year.

1.2 Safety and Well-Being of students

1.3 College and/or Career and/or Military Ready Students

2. Staff

2.1 Talent Acquisition and Retention

2.2 Honoring and Listening to Staff

2.3 Continuous Development and Training

3. Stakeholders

3.1 Parent and Family Satisfaction and Engagement

3.2 Community Satisfaction and Engagement

3.3 Community Partnerships

4. Stewardship

4.1 Ensure Strong and Transparent Financial Systems

4.2 Systematic, Long-Range Facility Planning

4.3 Operational Efficiency

Vision

WFISD Strategic Plan 2024

Adopted by the Wichita Falls ISD Strategic Plan as approved by the WFISD School Board July 15, 2024.

Memorial HS Vision:

Equipped Learners. Endless Possibilities.

Value Statement

Our Beliefs: We believe ...

- Students have intrinsic value and the right and opportunity to receive a high-quality education in a safe and supportive environment.
- Board members are strategic and transparent leaders who grasp the unique needs and perspectives of diverse district stakeholders.
- Principals/campus administrators are visionary servant leaders who build consistency and systems and are skilled in knowing the emotional needs of those they lead and serve.
- Parent/families are valued partners who are engaged advocates for students' success.
- Superintendent/central office staff are continuously involved and in touch with our community, staff, and students and lead by example as they hold themselves and others accountable to our vision.
- Faculty/staff are dedicated educators who are supported and equipped to inspire and challenge our children through positive relationships.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Administration needs to be visible in classrooms coaching teachers in order to improve instructional growth to increase student learning outcomes.

Campus overall scaled score for the STAAR is expected to be a 70 or a C. Classroom instruction lacked the necessary rigor and level of engagement to ensure grade level performance on STAAR due to the lack of applicants that applied for the positions and inability to hire highly qualified teachers. Preparing all Algebra 1, English I and English II testers to meet "approaches" grade level standard on EOC exams is the expectation. Many students arrive in high school a grade level or more behind. We are working to close the gaps.

Demographics

Demographics Summary

Memorial serves grades nine through twelve. Memorial is a School-wide Title I campus.

The campus enrollment for 25-26 SY is 1623; 9th 425, 10th 415, 11th 410 and 12th 373.

37 percent (597 students) are identified as Hispanic,

45 percent (723 students) are identified as White,

8 percent (130 students) are identified as African-American,

3 percent (56 students) are identified as Asian,

2.7 percent (45 students) are identified as American Indian,

(1 student) is identified as Pacific Islander,

6 percent (92 students) are identified as Multi Race.

Subpopulations :

Economically Disadvantaged - 57% (935)

Special Ed. - 16% (255)

504 - 14% (226)

GT - 9% (149)

EB (ESL) - 9% (154)

At-Risk- 49% (807)

Male - 56% (900)

Female - 45% (723)

Demographics Strengths

- The demographic data for Memorial High School reflects a diverse student population.
- The campus is able to address the academic and social needs of the students through their participation in the TRS curriculum, special programs, Seidlitz/ HRS interventions, and through parent and community partnerships.

- Low dropout rate/high graduation rate
- At-Risk Support Systems
- Reduction in truancy referrals/court cases

Problem Statements Identifying Demographics Needs

Problem Statement 1: MHS must seek candidates for open SPED positions that have not been filled since the school opened in August. We also want to retain our teachers throughout the year and for the upcoming school year.

Root Cause: Special education is having a hard time finding teachers across the district because of the high demands of the job. Teachers are also leaving the profession at an unprecedented rate because unmotivated students are causing discipline problems, lack of parental and district support, low pay, school shootings and the increasing responsibilities required of teachers.

Problem Statement 2 (Prioritized): Preparing Algebra 1 testers to meet "approaches" grade level standard on EOC exams

Root Cause: Many students arrive in high school a grade level or more behind. We are working to close the gaps.

Problem Statement 3: MHS will work to find parents and community members to serve on various committees within our school and programs.

Root Cause: We are a brand new high school forming new groups, booster clubs and organizations. We will have to seek out parents to volunteer to serve our campus and students.

Problem Statement 4: Prepare all English I and II testers to meet "approaches" grade level standard on EOC exams

Root Cause: Many students arrive in high school a grade level or more behind. We are working to close the gaps.

Student Learning

Student Learning Summary

- **EOC - Spring 2025**
 - Eng. 1 (Approaches 57%/Meets 41%/Masters 8%) - state Meets 52%
 - Eng. 2 (Approaches 65%/Meets 46%/Masters 4%) - state Meets 54%
 - Biology 1 (Approaches 88%/ Meets 48%/Masters 13%) - state Meets 56%
 - Algebra 1 (Approaches 74%/Meets 36%/ Masters 19%) - state Meets 43%
 - US History (Approaches 92%/ Meets 58%/ Masters 28%) - state Meets 70%
- Above State Meets based on most current 22-23 TAPR Report - below from 22-23 TAPR report
 - SAT/ACT (Approaches 96%/ Meets 77%/ Masters 10%) - state Meets 61%
 - CCMR Graduates - 60.9% - state 70%
 - TSI Both subjects - 30.2% - state 42.2%
 - AB/IB Criteria - 14.8% - state 20.5%
 - Dual Credits 14.8% - state 24%
 - Industry Based Certifications 27.3% - state 28%
 - Average SAT score 1035 - state 1001
 - Average ACT score 19.7 - state 19.5

Student Learning Strengths

Overall Strength

Graduation Rate - 99.6 (A)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Campus overall scaled score for STAAR should be at least 70 or a C.

Root Cause: Classroom instruction has lacked the necessary rigor and level of engagement at various campuses to ensure grade level performance on STAAR due to the lack of applicants that applied for positions, ability to retain teachers, the inability to hire highly qualified teachers and discipline/attendance issues at some of the schools.

Problem Statement 2 (Prioritized): Preparing Algebra 1 testers to meet "approaches" grade level standard on EOC exams

Root Cause: Many students arrive in high school a grade level or more behind. We are working to close the gaps.

Problem Statement 3: Preparing English I and II testers to meet "approaches" grade level standard on EOC exams

Root Cause: Many students arrive in high school a grade level or more behind. We are working to close the gaps.

School Processes & Programs

School Processes & Programs Summary

The campus seeks to employ highly qualified teachers. We implemented a common PLC time in all core content areas and have a strong CIL leading the charge in those content areas. Ongoing professional development is a requirement for all staff and we have implemented a tutorial program after school called ICU for struggling students and students needing to meet HB 1416 requirements.

TEA Benchmarks (BOY, MOY and EOY/EOCs) Unit assessments and formative assessments are in place to monitor student progress.

Teachers have access to the TEKS Resource System, Lowman curriculum for all core content areas and Economics and Delta Math, as curriculum resources. All teachers that use Lowman are trained.

A strong administrative team, campus instructional leaders, Regions 9 staff, and district administrators work to support academic success for all students. The site-based team works to develop and monitor plans for the campus throughout the school year and a Student Advisory Committee (SAC) was created to help students on our campus have a voice.

Emphasis is placed on operating within a structure and context which increases student performance and ensures that students are prepared to compete globally post-graduation. The campus structure is based on meeting needs of students and creating a welcoming and secure environment where parents can become equal partners in this process. Administration ensured all School Board policies were implemented and enforced with fidelity improving processes, procedures and discipline across the campus.

Administration implemented E-Hallpass to track student movement on our campus. This helps to ensure student safety and students are in classes receiving instruction.

Administration recommended a new Diagnostician, a part-time Diagnostician and a Special Programs Coordinator to run all 504s, testing and at-risk meetings on our campus.

School Processes & Programs Strengths

Systemic monitoring of implemented programs and strategies allow the campus to adjust quickly in response to changes or challenges.

Professional Learning Communities

Site Base Decision Making Process

Comprehensive Needs Assessment process and

Campus Improvement Plans

Data dis-aggregation meetings

After school clubs and activities that allow student engagement

Seidlitz training

HRS training and successful implementation

Lowman training

Tier 2 and Tier 3 Intervention / HB 1416 intervention

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We will work to ensure students are on track to meet CCMR targets.

Root Cause: The campus will test students through TSI, SAT, ACT, and AP while providing support through College Prep for Math and English and certification completions support for college, career and military readiness.

Problem Statement 2 (Prioritized): Preparing Algebra 1 testers to meet "approaches" grade level standard on EOC exams

Root Cause: Many students arrive in high school a grade level or more behind. We are working to close the gaps.

Problem Statement 3: Preparing English I and II testers to meet "approaches" grade level standard on EOC exam

Root Cause: Many students arrive in high school a grade level or more behind. We are working to close the gaps.

Problem Statement 4: MHS must seek candidates for open SPED positions that have not been filled since the school opened in August. We also want to retain our teachers throughout the year and for the upcoming school year.

Root Cause: Special education is having a hard time finding teachers across the district because of the high demands of the job. Teachers are also leaving the profession at an unprecedented rate because unmotivated students are causing discipline problems, lack of parental and district support, low pay, school shootings and the increasing responsibilities required of teachers.

Problem Statement 5: MHS will work to find parents and community members to serve on various committees within our school and programs.

Root Cause: We are a brand new high school forming new groups, booster clubs and organizations. We will have to seek out parents to volunteer to serve our campus and students.

Problem Statement 6 (Prioritized): Campus overall scaled score for STAAR should be at least 70 or a C.

Root Cause: Classroom instruction has lacked the necessary rigor and level of engagement at various campuses to ensure grade level performance on STAAR due to the lack of applicants that applied for positions, ability to retain teachers, the inability to hire highly qualified teachers and discipline/attendance issues at some of the schools.

Perceptions

Perceptions Summary

The attendance rate is monitored through the attendance and truancy office to ensure a high rate of daily attendance.

The range of Career and Technology opportunities are expanded to include multiple certifications. The opportunity to earn college credit via dual enrollment and Advanced Placement course work are offered to junior and senior students.

Perceptions Strengths

Students enjoy a variety of extracurricular and co-curricular activities. The campus has implemented effective discipline management systems to support a nurturing learning environment.

Focus on preparation for college and career is prevalent on the campus. Students are provided the opportunity to participate in career and technology courses on the MHS and CEC campuses.

Additionally, students participate in dual and concurrent college courses offered through MSU and Vernon College. Support for enrollment in dual credit classes has been made available through both campuses.

The campus will be trained in Marzano's High Reliability Schools to provide data on the impact on a positive campus climate. Surveys will be conducted to address any "concern areas" as identified by parents, teachers, and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: MHS will work to find parents and community members to serve on various committees within our school and programs.

Root Cause: We are a brand new high school forming new groups, booster clubs and organizations. We will have to seek out parents to volunteer to serve our campus and students.

Priority Problem Statements

Problem Statement 1: Preparing Algebra 1 testers to meet "approaches" grade level standard on EOC exams

Root Cause 1: Many students arrive in high school a grade level or more behind. We are working to close the gaps.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Campus overall scaled score for STAAR should be at least 70 or a C.

Root Cause 2: Classroom instruction has lacked the necessary rigor and level of engagement at various campuses to ensure grade level performance on STAAR due to the lack of applicants that applied for positions, ability to retain teachers, the inability to hire highly qualified teachers and discipline/attendance issues at some of the schools.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

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 released test questions
- 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
- State-developed online interim assessments

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
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Goals





Goal 1: Hire, retain, support and grow teachers and assistant principals in order to improve student outcomes by May 2026 at MHS.

Performance Objective 1: At least 90% of current teachers at MHS sign contracts to continue teaching at Memorial High Schools for the 2025-2026 school year.

High Priority

Evaluation Data Sources: Contract Renewal Data from HR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide 100 % of new teachers and identified struggling teachers with a campus mentor.</p> <p>Strategy's Expected Result/Impact: Retain highly qualified teachers</p> <p>Expected result: Routine collaboration on: best practice, district and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels, by the teacher mentored.</p> <p>Staff Responsible for Monitoring: Laurie Kinne</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>-</p> <p>Funding Sources: - SCE - 199 e 21 6118 00 004 0 30 000 - \$10,000</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development will be provided for all staff. It will be designed to support improved student achievement through content designed curriculum. To include, but not limited to: Inclusion/Special Education, TBSI, the support of English Learners, AP strategies, EOC strategies, and increasing parental involvement.</p> <p>Strategy's Expected Result/Impact: Retain highly qualified teachers PLC meetings ICU ASOT, Fundamental 5, Lowman curriculum, and Delta Math Increase engagement for students thus increasing student achievement.</p> <p>Staff Responsible for Monitoring: Laurie Kinne</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- - Targeted Support Strategy</p> <p>Funding Sources: - Title 1 Part A - 211 e 13 6411 00 004 0 30 000 - \$5,000, - Title 1 Part A - 211 e 13 6118 00 004 0 30 000 - \$2,000, - Title 1 Part A - 211 e 13 6299 00 004 0 30 000 - \$1,000</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will meet all guidelines regarding the certification status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet certifications requirements. Any non-qualified staff member will follow a district developed certification plan.</p> <p>*The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Documentation will be maintained on the campus and district level.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>-</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Build a foundation of literacy and numeracy in our English and Math classes in order for students to show growth, meet and master objectives on their EOCs.

Performance Objective 1: Preparing all students to receive Meets Grade Level Standard or higher in Reading.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: All 9th, 10th, 11th, and 12th grade students will be enrolled in an ELA class to support literacy development.</p> <p>Strategy's Expected Result/Impact: Increased ELA scores</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ICU Tutorial Program Implemented after school for struggling students/ HB1416</p> <p>Strategy's Expected Result/Impact: Student growth, HB1416 requirements met for students in math and reading , increased grades on report cards, progress reports, benchmarks, EOCs</p> <p>Staff Responsible for Monitoring: Principals, Teachers, CILs, Counselors, At-Risk Committee, Special Programs Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title 1 Part A - 211 e 11 6118 67 004 0 30 000 - \$9,000, - Title 1 Part A - 211 e 11 6112 00 004 0 30 000 - \$8,000</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: EOC Boot-camps Strategy's Expected Result/Impact: Increased scores on EOCs, Increased score on campus rating, Student growth Staff Responsible for Monitoring: Principals, CILs, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Buy educational technology, online curriculum, and supplemental instructional materials blended for differentiated instruction, literacy interventions for at-risk students and students with disabilities. Strategy's Expected Result/Impact: Increase student growth, Increased scores on EOCs, Increase score for campus rating, more student engagement, improved instruction in the classrooms Staff Responsible for Monitoring: Principals, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies/Materials - Title 1 Part A - 211 e 11 6399 00 004 0 30 000 - \$28,251, books - Title 1 Part A - 211 e 11 6329 00 004 0 30 000 - \$995, Supplemental on-line programs - SCE - \$11,000</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 2: Build a foundation of literacy and numeracy in our English and Math classes in order for students to show growth, meet and master objectives on their EOCs.

Performance Objective 2: Preparing all students to receive Meets Grade Level Standard or higher in Math.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: All 9th, 10th, and 11th grade students will be enrolled in a math class to support numeracy development.</p> <p>Strategy's Expected Result/Impact: Increased math scores</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Subs/tutoring for interventions</p> <p>Strategy's Expected Result/Impact: Job descriptions, logs, time-sheets, sub rosters, and state assessment results.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: EOC Boot-camps</p> <p>Strategy's Expected Result/Impact: State assessment results, student and teacher, schedules, payroll ledger, and contracts.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Buy educational technology and supplemental online instructional program and materials blended for differentiated instruction, math interventions for at-risk students and students with disabilities.</p> <p>Strategy's Expected Result/Impact: State assessment results, walk-through documents, and purchase orders.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - SCE - 199 e 11 6395 00 004 0 30 000 - \$7,100, - SCE - 199 e 11 6397 00 004 0 30 000 - \$2,200, - SCE - 199 e 11 6399 00 004 0 30 000 - \$4,180</p>	Formative			Summative
	Nov	Feb	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 3: Build a connection for students between high school to college, career and military by May of 2026.

Performance Objective 1: The campus will monitor all students to meet the CCMR scaled score.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent Conferences with Counselors Strategy's Expected Result/Impact: Meeting schedules, sign-in sheets, surveys and agendas. Staff Responsible for Monitoring: Counselors</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: College and Career Advisor Strategy's Expected Result/Impact: Increase in CCMR indicator Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: College Days/Visits Strategy's Expected Result/Impact: College Enrollment Increase Staff Responsible for Monitoring: College Advisor</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	May	June





Strategy 4 Details	Reviews			
Strategy 4: FAFSA Sessions Strategy's Expected Result/Impact: College enrollment increase Staff Responsible for Monitoring: College Advisor - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: Build a connection for students between high school to college, career and military by May of 2026.

Performance Objective 2: The campus will promote the graduation rate score of 100%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Transition Services for Sped Strategy's Expected Result/Impact: State Assessment Results, students' and teachers' schedule, IEPS, and graduation plans. Staff Responsible for Monitoring: Diagnostician</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase effective instructional materials and education technology to increase students outcomes, expand access and successful completion of advanced coursework to improve postsecondary outcomes, including resources used for career awareness, exploration, and career planning, specifically for students at-risk or students with disabilities Strategy's Expected Result/Impact: State assessment results, walk-through documents, and purchase orders. Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Credit Recovery (PACE+) * Odysseyware program for credit recovery and accelerated instruction</p> <p>Strategy's Expected Result/Impact: State assessment results, contracts, teachers'/students' schedules, and payroll ledger</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title 1 Part A - 211 e 11 6248 00 004 0 30 000 - \$28,185</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will monitor students who are at-risk of dropping out. Support for students who may potentially drop out will be provided through counseling, credit recovery, and accelerated instruction</p> <p>Strategy's Expected Result/Impact: The campus graduation rate will increase.</p> <p>Staff Responsible for Monitoring: Counselors Principals</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - SCE, - Title 1 Part A</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p> <p>Staff Responsible for Monitoring: Admin Coaches</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: *Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Improve low performing students' scores on Benchmarks throughout the 25-26 school year to illustrate student growth.





Performance Objective 1: Improve campus climate by improving teacher and student input through High Reliability Schools (safe and collaborative schools surveys) from 1 survey in 2025-2026.

High Priority

Evaluation Data Sources: Teacher and student surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Students and staff will receive training on Bullying Prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, and Anti-Violence techniques.</p> <p>*Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Strategy's Expected Result/Impact: Signature Sheets documenting completion of training.</p> <p>Staff Responsible for Monitoring: Counselors Principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus and district Student Code of Conduct documents are published to students, parents, and staff at the start of each school year. The policies and guidelines therein are followed to enhance safety on the campus.</p> <p>Strategy's Expected Result/Impact: Improved school climate</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Review, refine, and implement all policies and regulations regarding sexual abuse of children. The defined procedures are outlined in the annual WFISD Handbook distributed to all parents. District personnel whose responsibilities include counseling, referring, and reporting students and parents to proper agencies will be trained on district policy and on the availability of resources to address the sexual abuse of children.</p> <p>Strategy's Expected Result/Impact: Publication and distribution of the WFISD & WFHS Handbooks.</p> <p>Staff Responsible for Monitoring: Counselors Teachers Principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will coordinate training for campus personnel in TBSI and HWC and submit the names of the crisis team to the Director of Special Education.</p> <p>Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, Certificates, list of team members</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students who are assigned to a DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or participated in an online alternative curriculum. The DAEP and County Detention and campus staff will communicate regularly to ensure that students needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to the home campus.</p> <p>Strategy's Expected Result/Impact: Principals</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers and student will be provided with opportunities for campus input through formal and informal survey methods. This will include electronic and paper surveys, QR codes, and informal data collection through conversation.</p> <p>Strategy's Expected Result/Impact: Improve campus climate</p> <p>Staff Responsible for Monitoring: HRS Leadership Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers and students will be provided the opportunity to be recognized for acts of service, outstanding achievements, and/or "going above and beyond" for any campus member, staff or student.</p> <p>Strategy's Expected Result/Impact: Improve campus climate</p> <p>Staff Responsible for Monitoring: HRS Leadership team and Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Improve low performing students' scores on Benchmarks throughout the 25-26 school year to illustrate student growth.

Performance Objective 2: Promote overall scaled score of 70% on Domain III, Closing the Gaps, in 2025-2026.

High Priority





Strategy 1 Details	Reviews			
<p>Strategy 1: The SBDM will meet before the start of the school year to review data and develop the needs assessment for the campus. The group will utilize data throughout the year to develop the campus improvement plan and to develop the campus budget.</p> <p>Strategy's Expected Result/Impact: Meeting notes, agendas, and sign in sheets will document SBDM meetings through out the year.</p> <p>Staff Responsible for Monitoring: Principal Site Based Team Members</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet in weekly PLC groups to review common assessment data and to develop strategies to improve instruction. Common planning periods will be provided to allow teachers time to plan and collaborate.</p> <p>Strategy's Expected Result/Impact: PLC agenda, meeting notes, and sign in sheets will document meetings throughout the year.</p> <p>Staff Responsible for Monitoring: Principals CIL</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for EOC exams.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on state assessments. Roll Sheets and student schedules will document enrollment.</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: English language learners are monitored. Support is provided by the ESL coordinator on campus. School day and after school tutorials are provided to support ELL students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as evidenced by classroom grades, common assessments, bench mark exams, curriculum based assessments and state assessments.</p> <p>Staff Responsible for Monitoring: ESL teacher and Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Federally funded teaching positions will lower student/teacher ratio and provide more individualized instruction to support improved achievement.</p> <p>*Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as evidenced by classroom grades, common assessments, bench mark exams, curriculum based assessments and state assessments. Classroom rosters and student schedules will document class size.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title 1 Part A - 211 e 11 6119 00 004 0 30 000 - \$139,305, - Title 1 Part A - 211 e 6142 00 004 30 000 - \$25,568, - Title 1 Part A - 211 e 11 6117 00 004 0 30 000 - \$2,954</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Supplemental-funded tutors will assist teachers in providing additional support to struggling students. One-on-one tutoring, translation, and instruction support under the supervision of a highly qualified teacher will be provided to eligible students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as evidenced by classroom grades, common assessments, bench mark exams, curriculum based assessments and state assessments. Aides and tutors will maintain and submit a weekly report detailing services provided and students served.</p> <p>Staff Responsible for Monitoring: Principals CIL</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Students will be evaluated and provided services in special programs to include the Dyslexia Treatment Program, Pregnancy Related Services, Credit Recovery Programs and the Gifted and Talented Program.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as evidenced by classroom grades, common assessments, bench mark exams, curriculum based assessments and state assessments. Completion of graduation requirements.</p> <p>Staff Responsible for Monitoring: Counselors Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. Parentlink will be used to enhance communication with parents.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate across the campus.</p> <p>Staff Responsible for Monitoring: Counselors Campus Truancy Clerk District Truancy Office Staff Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Special Education Inclusion teachers and instructional aides will implement X logs forms technology to monitor services provided to students. Weekly minutes, accommodations and detailed notes regarding student progress will be uploaded into a central data base to insure accountability and to foster improvement in services.</p> <p>Strategy's Expected Result/Impact: Student achievement as indicated on EOC exams and six weeks grades will improve.</p> <p>Staff Responsible for Monitoring: Special Education Teachers Paras Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 10 Details	Reviews			
<p>Strategy 10: SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support At-Risk learners.</p> <p>Strategy's Expected Result/Impact: Financial transactions will be recorded in Skyward.</p> <p>Staff Responsible for Monitoring: Teachers Counselors Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Information for parents will be published in their home language.</p> <p>Strategy's Expected Result/Impact: Copies of publications will be maintained on the campus.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 12 Details	Reviews			
<p>Strategy 12: An annual Title meeting will be held to inform families about title programs, supplemental funding, and parental involvement opportunities on the campus.</p> <p>Strategy's Expected Result/Impact: Meeting notes, agendas, and sign in sheets</p> <p>Staff Responsible for Monitoring: Principals</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Meetings are held to assist parents of ELL students. Information is presented to enhance student success.</p> <p>Strategy's Expected Result/Impact: Meeting notes, agendas, and sign in sheets</p> <p>Staff Responsible for Monitoring: Principals ESL Instructor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title 1 Part A - 211 e 61 6399 00 004 30 215 - \$1,222, - Title 1 Part A - 211 e 61 6499 00 004 0 30 215 - \$1,000, - Title 1 Part A - 211 e 61 6299 00 004 0 30 000 - \$500</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 14 Details	Reviews			
<p>Strategy 14: *The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Memorial High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Memorial High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
David Wright	Para	1
Jessica Drieth	Student Success Coordinator	1
Sarah Lucas	Student S/E Support Counselor	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aaron Fraga	CSR-Math	School Wide	1
Cindy Price	CSR- Science	School Wide	1
Crystal Krueger	CSR- Social Studies	School Wide	1
Megan Thonsgaard	CSR-ELAR	School Wide	1

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		211 e 13 6411 00 004 0 30 000	\$5,000.00
1	1	2		211 e 13 6118 00 004 0 30 000	\$2,000.00
1	1	2		211 e 13 6299 00 004 0 30 000	\$1,000.00
2	1	2		211 e 11 6118 67 004 0 30 000	\$9,000.00
2	1	2		211 e 11 6112 00 004 0 30 000	\$8,000.00
2	1	4	Supplies/Materials	211 e 11 6399 00 004 0 30 000	\$28,251.00
2	1	4	books	211 e 11 6329 00 004 0 30 000	\$995.00
3	2	3		211 e 11 6248 00 004 0 30 000	\$28,185.00
3	2	4			\$0.00
4	2	5		211 e 11 6119 00 004 0 30 000	\$139,305.00
4	2	5		211 e 6142 00 004 30 000	\$25,568.00
4	2	5		211 e 11 6117 00 004 0 30 000	\$2,954.00
4	2	13		211 e 61 6399 00 004 30 215	\$1,222.00
4	2	13		211 e 61 6499 00 004 0 30 215	\$1,000.00
4	2	13		211 e 61 6299 00 004 0 30 000	\$500.00
Sub-Total					\$252,980.00
Budgeted Fund Source Amount					\$358,141.00
+/- Difference					\$105,161.00
Grand Total Budgeted					\$358,141.00
Grand Total Spent					\$252,980.00
+/- Difference					\$105,161.00