

Waco Independent School District



Waco High School

2026-2027 Campus 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

P personal Responsibility
R espect
I ntegrity
D etermination
E xcellence

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!

Value Statement

Lion Pride Runs Deep!

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Achievement	8
School Culture and Climate	16
Staff Quality, Recruitment, and Retention	18
Curriculum, Instruction, and Assessment	23
Family and Community Engagement	26
School Organization	28
Technology	31
Priority Problem Statements	33
Goals	37
Goal 1 : By June 2027, the campus will improve academic outcomes through two p...	38
Goal 2 : By June 2027, the campus will improve its teacher retention rate by 10%, e...	44
Goal 3 : By May 2027, the campus will increase documented parent and family part...	48
Goal 4 : By April 2027, the campus will optimize its resource allocation so that 100...	53
State Compensatory Education	54
Budget for Waco High School	55
Personnel for Waco High School	55
Title I Summary	56
Title I	57
Title I Personnel	57



Comprehensive Needs Assessment

Demographics

Summary

Waco High School was originally located at 8th Street and Columbus Avenue in downtown Waco and later at the corner of North 19th and College Drive. In 1986, it was consolidated with Jefferson-Moore High School (which was located in the building that houses Indian Spring Middle School) and Richfield High School, which was located on the former Rich Field, a World War I airfield. The newly consolidated high school was renamed Waco High School. When the schools were merged, the school board agreed to take one thing from each school to form the “new” Waco High — the lion mascot from Jefferson-Moore, the school colors (scarlet, white, and gray) and the campus of Richfield, and finally the name “Waco High” from the historic Waco High School.

Waco HS has an enrollment of 1,874 students, reflecting a diverse and vibrant community. The ethnic composition of our student body is predominantly Hispanic, accounting for about 59.7% of the population. African American students make up approximately 29.4%, while White students represent around 7.6%. The remaining 2.7% of our students are from various ethnic backgrounds, including Asian (0.3%), American Indian (0.2%), Pacific Islander (0.0%), and those identifying with two or more races (2.1%). This diversity enriches our school environment and provides a broad spectrum of cultural perspectives and experiences.

A significant portion of our student population, over 83.6%, is identified as economically disadvantaged. This statistic highlights the critical need for our school to provide robust support systems and resources to ensure that all students have equal opportunities to succeed academically and personally, regardless of their economic background.

Approximately 25.7% of our students are classified as emergent bilinguals, or English language learners. This group of students requires targeted language support to enhance their English proficiency, which is essential for their academic success across all subjects. Our school is committed to implementing effective language acquisition programs to support these students in their educational journey.

About 13.6% of our students receive special education services, indicating a diverse range of learning needs within our school community. We are dedicated to providing individualized support and resources to these students, ensuring that they have access to a high-quality education that meets their unique needs and helps them achieve their full potential.

More than 71.8% of our student population is classified as at risk of dropping out of school. This is a significant concern that requires our focused attention and intervention. We are committed to identifying the underlying factors contributing to this risk and implementing comprehensive support strategies to engage these students, foster their academic success, and encourage their continued education.

As we reflect on our current staffing composition, it is important to acknowledge the diverse and dedicated team that makes up our school community. Our total staff consists of 186.4 individuals, with 165.4 of these being professional staff members. Among them, we have 140.2 teachers who are at the forefront of delivering quality education to our students. Additionally, our professional support staff, numbering 16.3, plays a crucial role in ensuring that our educational environment is conducive to learning. Our campus administration, comprising 8.9 members, provides strong leadership and guidance, while our 21.0 educational aides offer invaluable support in the classroom.

Diversity is a cornerstone of our educational philosophy, and our staff reflects this commitment. We are proud to have a minority staff representation of 41.1% contributing to our vibrant school culture. Our teaching staff is composed of individuals from various ethnic backgrounds: 15.8% African American, 15.6% Hispanic, 64.7% White, 0.4% American Indian, and 2.1% Asian. This diversity enriches our educational environment and provides our students with a broad range of perspectives and experiences.

Gender balance is another aspect of our staff composition that we value. Our teaching staff is nearly evenly split, with 50.2% male teachers and 49.8% female teachers. This balance helps us create an inclusive environment where all voices are heard and respected.

In terms of educational qualifications, our teachers are highly educated, with 91.5% holding a bachelor's degree, 24.9% possessing a master's degree, and 0.7% having achieved a doctorate. This level of academic achievement among our staff ensures that our students receive instruction from knowledgeable and well-prepared educators.

Experience is a valuable asset in education, and our teaching staff brings a wealth of it to our school. We have 6.5 beginning teachers who bring fresh perspectives and enthusiasm to their roles. A significant portion of our teachers, 53.9, have between one

to five years of experience, while 32.5 have six to ten years of experience. Our more seasoned educators include 34 teachers with 11 to 20 years of experience, 9.2 with 21 to 30 years, and 3.9 with over 30 years of experience. This blend of new and experienced teachers allows us to foster a dynamic learning environment where innovative ideas and proven teaching methods coexist.

The demographic, staffing, and programmatic data detailed above represent the final facts and data for the 2024-2025 school year as reported in the Texas Academic Performance Report (TAPR), which serves as the baseline data for the end of the 2025-2026 school year.

Strengths

Demographics Strengths: At Waco High, we take immense pride in our Career & Technical Education (CTE) programs, which have seen strong participation with 1,482 students (79.1%) enrolled in the program. This engagement is a testament to the robust career-readiness pathways we have established, ensuring that our students are well-prepared for the workforce and equipped with the necessary skills to succeed in their chosen fields.

Our graduation rates, while subject to annual fluctuations, have shown a commendable upward trend over time, particularly among certain subpopulations. This improvement highlights the effectiveness of our enhanced support systems, credit recovery initiatives, and diligent student tracking processes, all of which contribute to our students' successful completion of their high school education.

The Texas Academic Performance Report (TAPR) reveals that a significant percentage of our students are earning dual credit and engaging in college readiness activities, such as SAT/ACT and TSI testing. These achievements underscore our commitment to providing students with opportunities to excel academically and prepare for higher education, ensuring they are well-equipped for the challenges of college life.

Participation in fine arts and extracurricular programs at Waco High, although not always captured in quantitative data, is a vital component of our school culture. These programs foster a positive school climate and strengthen student-teacher connections, contributing to the overall development and well-being of our students.

We are dedicated to supporting our at-risk populations through targeted programs designed for highly mobile, economically disadvantaged, and special education students. These initiatives reflect our commitment to inclusivity and equity, ensuring that all students have access to the resources and support they need to thrive academically and personally.

The demographic, staffing, and programmatic data detailed above represent the final facts and data for the 2024-2025 school year as reported in the Texas Academic Performance Report (TAPR), which serves as the baseline data for the end of the 2025-2026 school year.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Achievement Gaps - Significant disparities exist for African American, emergent bilingual, and special education students in English I/II and Algebra I.	There is a need that indicates professional learning is needed to address systemic issues requiring targeted intervention and support to ensure equitable academic outcomes for all student populations and contents.
2 ★ At Waco High School, which has a student population with an 90% economic disadvantage (ED) rate, there is a lack of participation among ED students in advanced academic coursework. This under representation suggests potential barriers or inequities preventing economically disadvantaged students from accessing and engaging in rigorous academic opportunities.	There is a need to develop a system with key stakeholders who will determine systemic and potential barriers preventing economically disadvantaged students from accessing and engaging in rigorous academic opportunities.
3 ★ A significant portion of the student population is comprised of students with special education needs (SPED) and emergent bilingual (EB) learners.	There is a need to provide professional learning to teachers on how to plan and deliver differentiated instruction and additional supports to address academic needs with appropriate accommodations to decrease and/or eliminate gaps in overall student achievement.

★ = Priority

Student Achievement

Summary

Based on the provided accountability and academic growth reports for Waco High School for 2024 and 2025, here is a detailed analysis of student performance and progress. Please review the [Campus Needs Assessment Student Achievement](#) presentation for further insight.

25. Progress and Domain Ratings

Waco High School’s overall performance declined between 2024 and 2025, moving from an overall Scaled Score of 66 (D) to a 61 (D).

- **Student Achievement:** Stayed relatively flat with a component score drop from 36 to 34, maintaining a D rating (Scaled Score 64 in 2024; 61 in 2025).
- **School Progress:** This domain declined from a 71 (C) to a 67 (D). Specifically, the Academic Growth component plummeted from a 65 (D) to a 59 (F).
- **Closing the Gaps:** This domain remains the lowest-performing area, dropping from a 55 (F) in 2024 to a 46 (F) in 2025.

26. Score Consistency and Performance Levels

No, students did not all receive the same or better scores than the previous year. In 2025, a significant number of tests showed no growth or regressed.

- **Annual Growth (2025):** Out of 1,073 tests evaluated, 388 (36%) earned 0 points, meaning these students did not meet growth expectations.
- **Performance Tiers (Both Subjects 2025):**
 - **Did Not Meet:** 446 students started in this category; only 150 earned accelerated learning points.
 - **Approaches:** 300 students scored at either Low or High Approaches levels.
 - **Meets:** 296 tests reached the "Meets" standard.
 - **Masters:** 99 tests reached the "Masters" standard.
- **Why the decline?** The Academic Growth score fell because the number of tests earning 1 full point decreased from 629 in 2024 to 548 in 2025.

27. Academic Performance by Student Group

Performance is disaggregated by race and student program, showing a general downward trend in meeting "Meets Grade Level" targets.

STAAR Results by Race/Ethnicity (2025 vs. 2024)

Student Group	RLA Meets+ (2024)	RLA Meets+ (2025)	Math Meets+ (2024)	Math Meets+ (2025)

African American	24%	18%Stu	20%	22%
Hispanic	32%	24%	24%	30%
White	44%	37%	37%	29%

*Significant Finding: While Math saw slight improvements for African American and Hispanic groups, Reading (RLA) saw a sharp decline across all major ethnic groups.

Student Groups (2025)

- **Economically Disadvantaged:** Only 21% reached "Meets" in RLA and 27% in Math.
- **Special Education (Current):** Performed significantly lower, with 16% reaching "Meets" in RLA and only 9% in Math.
- **EB/EL (Current):** 12% reached "Meets" in RLA and 23% in Math.

28. Distinction Ratings and Comparisons

- **Distinction Designations:** In both 2024 and 2025, Waco High School did not earn any distinctions in ELA/Reading, Mathematics, Science, Social Studies, Comparative Academic Growth, Postsecondary Readiness, or Comparative Closing the Gaps.
- **Campus Comparison:** The school failed to reach the Top 25% for both Academic Growth and Closing the Gaps in both years.

29. Other Assessment Results

- **College Readiness (CCMR):** The percentage of annual graduates meeting CCMR criteria fell from 61% (Class of 2023) to 57% (Class of 2024).
- **TSI Criteria:** Only 25% of 2024 graduates met TSI criteria in both RLA and Math, a decrease from 31.6% the previous year.
- **English Language Proficiency (TELPAS):** The TELPAS progress rate for Emergent Bilingual students improved from 20% in 2024 to 27% in 2025.

30. Student Group Performance and PBMAS While these reports do not explicitly use the term "PBMAS" (now known as Results Driven Accountability or RDA), they provide the disaggregated data used for those stagings.

- **Significant Performance Differences:** There is a substantial gap between the All Students group and specific sub-populations.
 - **Special Education (Current):** In 2025 RLA, only 16% of this group reached "Meets Grade Level," compared to 24% for the general student body.
 - **Emergent Bilingual (EB/EL):** Only 12% reached "Meets Grade Level" in 2025 RLA.
 - **Highly Mobile:** This group achieved only 11% in RLA "Meets Grade Level" and 14% in Math.
- **Why the Difference?:** The data indicates high concentrations of "Low Did Not Meet" and "High Did Not Meet" scores in these groups. For example, the 2025 Math report shows that 273 out of 309 tested students were

Economically Disadvantaged, highlighting a correlation between socioeconomic status and the need for high-intensity support.

31. Trends and Patterns (2-Year Longitudinal Data) While the provided data covers 2024 and 2025 rather than a full 5-year span, clear patterns emerge:

- **Overall Decline:** The campus overall rating dropped from a 66 (D) in 2024 to a 61 (D) in 2025.
- **Subject-to-Subject Performance:**
 - **Mathematics:** Showed some resilience in accelerated learning; 64% of students who previously failed earned growth points in 2024.
 - **Reading (RLA):** Showed a negative trend; the Academic Growth score for RLA fell from 58% in 2024 to 53% in 2025.
- **Grade-to-Grade Progress:** The "Annual Growth" score measures the same students as they progress. This score declined from 62 to 57, indicating that as students move up, a smaller percentage are meeting the state's yearly growth expectations.

32. Identification of Student Needs and Structures

The reports indicate that Waco High School uses specific state-mandated structures to identify and support student needs:

- **Accelerated Learning (HB 4545/1416):** Students who do not meet grade level on STAAR are automatically identified for "Accelerated Learning" interventions.
- **Intervention Evaluation:** The school tracks "Growth Points" to evaluate if interventions are working. In 2025, 150 students earned points through Accelerated Learning, which is a key metric for determining if student-specific services are effective.
- **Campus Improvement Status:** Because the school was identified for Comprehensive Support and Improvement in 2025, it is under a more rigorous state structure for monitoring and adjusting campus-wide interventions.

33. State vs. Local Assessments The provided documents are official TEA state assessment reports and do not contain local benchmark scores or student report card grades. However, the data reveals a disconnect between "Approaches" (passing) and "Meets" (on track for college/career):

- **STAAR Passing vs. Proficiency:** In 2025, while 63% of all students reached the "Approaches Grade Level" (passing) standard, only 29% reached "Meets Grade Level."
- **CCMR Discrepancy:** While the graduation rate was 79% in 2025, only 57% of those graduates were considered "College, Career, or Military Ready." This suggests that students may be passing classes and graduating without meeting the higher rigor of state readiness standards.

34. Special Education vs. Non-Special Education

There is a persistent achievement gap between Special Education (SPED) and non-SPED students:

- **RLA (2025):** 16% of SPED students met the grade level compared to 24% for all students.
- **Math (2025):** The gap is wider in Mathematics, where only 9% of SPED students met the grade level, compared to 29% of all students.
- **Graduation:** The 4-year graduation rate for SPED students (Class of 2024) was 66.7%, significantly lower than the campus average of 79.0%.

36. Special Allotment Program Performance (2025)

- **Gifted/Talented (G/T):** Highest performing group with 84% meeting grade level in RLA and 55% in Math.
- **EB/EL (Bilingual/ESL):** 12% meeting grade level in RLA.
- **Economically Disadvantaged (SCE):** 21% meeting grade level in RLA.

37. Interventions and Data Confirmation

The data suggests that while interventions for **Accelerated Learning** are in place, their effectiveness is declining.

- **Accelerated Learning Performance:** In 2024, the school earned **37.75 points** for accelerated learning in RLA and Math. By 2025, this dipped slightly to **37.50 points**.
- **Effectiveness in RLA:** In 2025, of the **295 students** who did not meet grade level in the previous year, only **60** (approximately 20%) earned accelerated learning points by showing significant progress.
- **Effectiveness in Math:** Math interventions appear more robust; of **148 students** who failed to meet grade level in the previous year, **95** (approximately 64%) earned points for accelerated growth in 2024. However, by 2025, the Mathematics accelerated learning score dropped from **36** to **34**.

38. Committee Decisions (ARD, LPAC, 504)

The reports provide performance data for student groups managed by these committees, showing significant challenges in meeting state targets.

- **Special Education (ARD):** In 2025, only **16%** of students receiving special education services met grade-level standards in RLA, and only **9%** met standards in Math. Both figures are well below the state targets of **20%** and **33%**, respectively.
- **Emergent Bilingual (LPAC):** The Progress in Achieving English Language Proficiency (TELPAS) rate was **20%** in 2024, but showed a positive trend by increasing to **27%** in 2025.
- **504/High Focus:** Students in the "High Focus" category (which includes those with diverse needs) had a **0/16** point showing in the Student Success component for 2025, failing to meet the state target score of **39**.

39. RtI and Special Education Referrals

While the specific procedural implementation of RtI (Response to Intervention) is not detailed in these reports, the Academic Growth data serves as a proxy for its effectiveness:

- **Growth Score Decline:** The overall Academic Growth score fell from **65 (D)** in 2024 to **61 (D)** in 2025.
- **Failing Growth:** The "Annual Growth Score" specifically dropped from **62** to **57** over the same period, suggesting that the current tier-one or tier-two interventions are not moving the majority of students toward proficiency.

40. Tools for Performance Strategy

The reports indicate several data tools used to evaluate and design strategies:

- **STAAR Component Scores:** Used to measure the percentage of students at Approaches, Meets, and Masters levels.
- **CCMR (College, Career, and Military Readiness) Data:** Tracks the success of Industry-Based Certifications (IBCs), TSI criteria, and Dual Credit.
- **Academic Growth Matrix:** A tool that tracks individual student progress from one year to the next (e.g., moving from "Low Did Not Meet" to "High Did Not Meet").

41. Course Failures and Retentions

While specific classroom-level course failure counts are not in these TEA reports, the Graduation Rate data highlights the impact of credit loss:

- **4-Year Graduation Rate:** Dropped from **86.6%** in 2024 to **79.0%** in 2025.

- **Dropout Rates:** The annual dropout rate remained steady at **3.7%** for both 2023 and 2024 reporting years.
- **Retention/Completion:** The 6-year extended graduation rate (Class of 2022) was **84.4%**, indicating that some students require two additional years beyond their cohort to successfully graduate.

42. Analysis of Performance in High-Failure/Low-Progress Sections

While the reports do not contain observation notes, they reveal the performance levels of the most struggling students, which likely correlate with high-failure sections:

- **High Volume of Non-Growth:** In 2025, **388 tests (36% of the total evaluated)** earned **0 points** for growth, indicating students did not maintain or improve their performance level from the prior year.
- **Mathematics Struggle:** In the "Low Did Not Meet Grade Level" category for Math (2025), only **12 out of 54** students remained at that lowest level, but the majority who "grew" only moved into the "High Did Not Meet" or "Low Approaches" categories, rather than reaching proficiency.
- **RLA Regression:** In 2025, **107 students** who were at the "Low Did Not Meet" level in 2024 remained at that same level, earning **0 growth points**.

43. Addressing Reteaching for At-Risk and Absent Students

The reports categorize "**Highly Mobile**" students (who often have higher absence rates) and show their performance outcomes:

- **Highly Mobile Student Performance:** In 2025, the **Highly Mobile** student group had a **STAAR Component Score of 20**, which is significantly lower than the campus average of **34**.
- **Meets Grade Level Targets:** Only **11%** of Highly Mobile students reached the "Meets Grade Level" standard in RLA, and only **14%** reached it in Mathematics.
- **Graduation Impacts:** The 4-year graduation rate for **Highly Mobile** students was **67.7%**, compared to the campus average of **79.0%**.
- **Accelerated Learning Points:** The school earned **37.50 points** in 2025 for "Accelerated Learning," which is the state-mandated intervention for students who failed a previous STAAR assessment. This indicates that a systemic reteaching process exists to satisfy **House Bill 4545/1416** requirements for students at risk of failing.

Graduation Rate Comparison by Race/Ethnicity (Class of 2024)

Based on the 2025 Graduation Rate Report, the following table compares the 4-year state graduation rates for the Class of 2024 across all reported racial and ethnic groups at Waco High School.

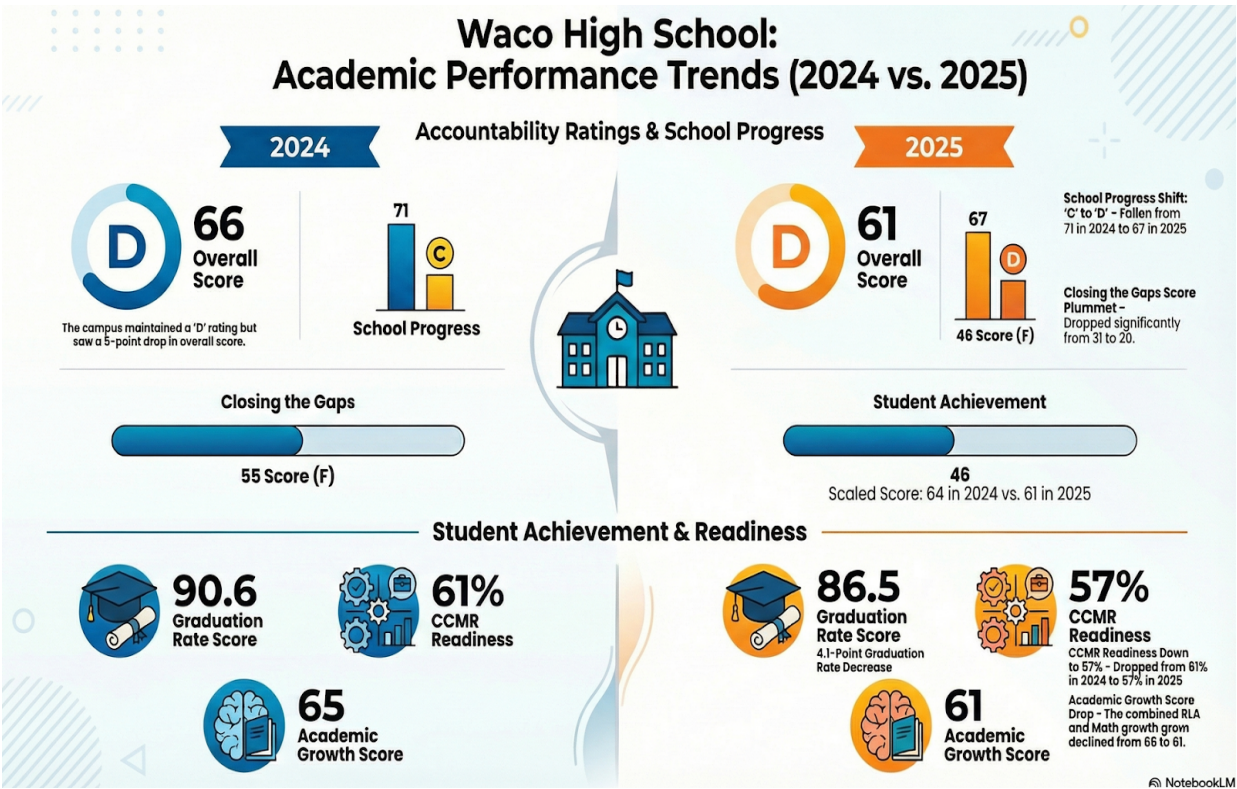
Student Group	Graduation Rate (%)	Number of Graduates	Total in Class
Asian	83.3%	10	12
Hispanic	81.9%	185	226
All Students	79.0%	324	410
White	76.1%	35	46

African American	74.2%	92	124
------------------	-------	----	-----

*Note: Data for American Indian, Pacific Islander, and students of Two or More Races are not listed with percentages in the summary report, typically due to small group sizes to protect student confidentiality.

Key Findings and Progress Comparison

- **Highest Performing Group:** Asian students achieved the highest graduation rate at 83.3%.
- **Significant Decline:** Compared to the previous year (Class of 2023), the overall campus 4-year graduation rate dropped from 86.6% to 79.0%.
- **Group Trends:** Every major racial group saw a decrease in 4-year graduation rates from 2023 to 2024. For example, White students dropped from 88.5% to 76.1%, and African American students dropped from 84.0% to 74.2%.
- **High Focus Groups:** Students identified in the "High Focus" category (which includes Economically Disadvantaged, EB/EL, Special Education, and Highly Mobile students) had a graduation rate of 79.0%, matching the campus average.



Strengths

Here are the key student achievement strengths identified in the curriculum and instruction data:

- **Accelerated Learning:** The school demonstrates consistent success in helping students who previously failed the STAAR test show academic growth. This earned the school **37.75 points in 2024 and 37.50 points in 2025** in the Accelerated Learning category.

- **College, Career, and Military Readiness (CCMR):** A high percentage of students are graduating career- or college-ready, with **61% meeting CCMR criteria in 2024 and 57% in 2025**. Specifically, in 2025, **94 graduates successfully earned an Industry-Based Certification (IBC)** while also receiving credit for an aligned level-two or higher course.
- **Emergent Bilingual Performance:** The **English Language Proficiency (ELP) Status** was one of the few areas where the school successfully met its targets in 2025, achieving 2 out of 4 (50%) of its goals for this student population.
- **Special Education Outcomes:** In 2025, **22 graduates (6.9%) successfully earned an advanced diploma plan** while receiving special education services.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1★ The school is struggling to close performance gaps among its various student populations. In 2025, the school earned an "F" rating with a score of just 20 out of 100 in the "Closing the Gaps" accountability domain. Due to this low score, the school has been officially identified for "Comprehensive Support and Improvement."	The root cause is a lack of rigorous instructional delivery. While the curriculum itself is properly aligned with state standards (TEKS, ELPS, and CCRS), the actual instruction is not sufficiently "cognitively demanding" for all student groups to successfully meet state targets.
2★ Students are not demonstrating sufficient academic progress year-over-year. In 2025, the school received an "F" rating in Academic Growth, scoring a 59. This lack of growth contributes to the school maintaining a "D" rating overall.	The root cause for low academic growth is the need for improved instructional delivery. Even though teachers have structured Professional Learning Community (PLC) periods to review student growth data and adjust their teaching, instructional delivery remains a prioritized area for improvement to ensure students are being appropriately challenged.

★ = Priority

School Culture and Climate

Summary

The students interviewed felt that they have a voice on this campus and that their needs are being met. They expressed frustration with restroom access. They praised the campus culture and the activities that promote it (e.g., pep rallies, homecoming activities, and ceremonies). They indicated that they miss the old campus. The teachers within the committee felt that the administration team had done a great job of improving campus safety. Teachers expresses frustrations with district misunderstandings. They praised how students are consistently checked and screened as they enter the school building each morning via the Evolve System. On this year's campus safety audit conducted by TEA, there were no violations, and the auditor indicated that our campus is considered highly safe.

Strengths

- The teachers and students felt that having the students screened through the Evolve System each morning as they entered the building each morning made our campus a safer place.
- The students praised the campus culture and the activities that promote it (e.g., pep rallies, homecoming activities, and ceremonies).
- Positive interactions with teachers are noticed
- Students feel safe for the most part
- Students who are engaged in campus activities view campus and district in a positive light

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1 ★ Due to violence in other school's within the state, the teachers feel concerned about student safety.	Because of violence that has taken place in other schools across the state, the teachers feel concerned that this violence could happen at Waco High School.
2 ★ With a new building and layout, there are challenges to creating and maintaining procedures and routines which causes concern for how well the campus functions.	New building, new areas including communal spaces and open cafeteria can create problems with student management when unaddressed.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

This summary synthesizes the **2024-25 Texas Academic Performance Report (TAPR)** data for Waco High School.

Needs Assessment Executive Summary Staffing Overview & Recruitment

Waco High operates with a total of **186.4 staff members**. This professional workforce is primarily composed of:

- **Teachers:** 140.2 FTEs.
- **Campus Leadership:** 8.9 FTEs.
- **Support Professionals:** 16.3 FTEs.
- **Teacher Qualifications:** 65.3% hold a Bachelor's degree, 24.9% hold a Master's degree, and 0.7% hold a Doctorate.

Roles, Responsibilities & Staff Matching

The campus utilizes specialized roles to meet student needs, though some gaps in staff-to-student ratios exist:

- **Instructional Alignment:** While **13.6%** of students require Special Education services, **16.7%** of the teaching staff is dedicated to this program.
- **Potential Growth Area:** **25.7%** of the student population is identified as Emergent Bilingual/EL , yet only **0.7%** of teachers are coded specifically for Bilingual/ESL Education.
- **Student-Teacher Ratio:** The campus maintains a ratio of **13.4 students per teacher**, which is lower than the state average of 15.0.

Professional Learning & Leadership Growth

The leadership at Waco High possesses deep institutional knowledge:

- **Principal Experience:** Principals have an average of **9.0 years** of experience, all of which have been served within the district.
- **Assistant Principal Experience:** Assistant Principals average **4.8 years** of experience, with **2.4 years** in the district.

Support Systems for Teachers

Data suggests a significant portion of the faculty is in the early stages of their careers, requiring robust mentorship:

- **Early Career Teachers:** **38.5%** of teachers have 1–5 years of experience, and **4.6%** are beginning teachers.
- **Staff Retention:** The average teacher has been with the district for **5.8 years**, while the state average is 7.0 years.

Data Correlation & Performance

The campus currently holds a **2025 Accountability Score of D**. There is a visible correlation between the high volume of early-career teachers (**43.1%** with 5 years or less experience) and student performance:

- **STAAR Performance:** Only **42%** of English I students reached the "Approaches Grade Level" or above mark in 2025.
- **Student Attrition:** The total student attrition rate is **21.0%**.

Strengths

Needs Assessment: Summary of Strengths Institutional Stability and Leadership

- **Experienced Leadership:** The campus benefits from high levels of institutional knowledge; the average experience for principals is **9.0 years**, all of which have been dedicated to the district.
- **Staff Retention:** Teacher longevity is a core asset, with the average teacher possessing **9.2 total years** of experience.
- **Stable Workforce:** A significant segment of the faculty (**24.3%**) has been teaching for **11–20 years**, providing a reliable foundation of veteran educators to lead the campus.
- **Dedicated Support Roles:** The campus maintains a robust leadership structure with **8.9** campus administration FTEs and **16.3** professional support staff members to oversee operations.

Resource Allocation and Environment

- **Favorable Class Ratios:** The campus effectively manages a student-to-teacher ratio of **13.4 to 1**, which is notably lower than the state average of **15.0 to 1**.
- **Specialized Instructional Support:** The school prioritizes student-specific needs by dedicating **16.7%** of the teaching staff to Special Education.
- **Commitment to Career Readiness:** With **1,482** students enrolled in Career and Technical Education (CTE), the school successfully allocates **16.1** FTE teachers to ensure program success.
- **Professionalized Workforce:** The academic quality of the staff is a strength, as **25.6%** of teachers hold advanced degrees (Master's or Doctorate).

Facility and Culture

- **Collaborative Infrastructure:** The new campus building serves as a strategic asset, designed specifically to foster collaborative spaces that encourage professional dialogue across grade levels and departments.
 - **Supportive Planning Structures:** Current scheduling provides dedicated periods throughout the school day, facilitating effective workload management and a healthier work-life balance for the teaching staff.
-

Strategic Considerations for the Improvement Plan

To move the campus from its current **Accountability Rating of D** toward higher performance, these strengths can be leveraged to address identified growth areas:

- **Mentor Leveraging:** Utilize the **24.3%** of teachers with **11–20 years** of experience to support the **38.5%** of early-career teachers (1–5 years experience) who may feel overwhelmed by paperwork or disciplinary challenges.

Administrative Focus: Use the higher-than-average administrative staffing levels (**4.8%** of total staff vs. **3.4%** statewide) to implement the consistent disciplinary support and frequent check-ins requested by faculty.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1★ Waco High School is currently underperforming with a 2025 Accountability Rating of D. Despite a favorable student-teacher ratio of 13.4:1 and a highly experienced principal (9.0 years of experience) , student achievement remains low, particularly in core areas like English I, where only 42% of students are approaching grade level. This performance gap is exacerbated by a high chronic absenteeism r	A large portion of the faculty is still developing their professional capacity. 38.5% of teachers have only 1-5 years of experience , and 4.6% are beginning teachers. These educators are often more susceptible to challenges with classroom management and heavy administrative paperwork

★ = Priority

Curriculum, Instruction, and Assessment

Summary

1. Academic Achievement and Instructional Impact

The school's instructional efficacy shows a nuanced landscape. While the overall campus rating shifted from a **66 (2024)** to a **61 (2025)**, maintaining a "D" rating, specific instructional interventions demonstrate resilience:

- **Accelerated Learning:** Instruction for students who previously failed STAAR remains a strength, contributing a steady **37.50 points** to the accountability score.
- **Strategic Support:**
The Master Schedule prioritizes "Strategic Learning" and "Reading 1" sections. These function as class-size reduction initiatives, providing targeted, small-group RLA and Math support for at-risk learners.
- **Rigor and Alignment:** Documentation confirms curriculum alignment with **TEKS, ELPS, and CCRS**. However, while the curriculum is aligned, there is a recognized need to increase "cognitive demand" and instructional rigor to move more students toward "Meets" and "Masters" levels.

2. Special Programs and Diverse Populations

Instructional delivery is heavily differentiated to meet diverse learner needs:

- **Special Education:** Extensive Inclusion (INC) and Resource (RP) sections are embedded across the Master Schedule. This support resulted in **6.9% of 2025 graduates** earning advanced diplomas while receiving services.
- **Emergent Bilinguals:** The campus met **50% of its targets** for English Language Proficiency (ELP), signaling that ESL instructional strategies are effectively supporting language acquisition.
- **High-Achieving Learners:** Rigor is maintained through AP English, AP Calculus, and Dual Credit (DC) pathways.

3. College, Career, and Military Readiness (CCMR) & STEAM

The school maintains a robust focus on postsecondary outcomes through integrated Academic and CTE programming:

- **Integration Success:** In 2025, **94 graduates** earned an Industry-Based Certification (IBC) alongside aligned academic credits. This is facilitated by the physical co-location of CTE and Academic faculty (E and G wings) to foster cross-curricular collaboration.
- **STEAM Infrastructure:** The curriculum features specialized Science (Microbiology, Astronomy) and Fine Arts (Technical Theatre, Choir) pathways, supported by "Financial Math" to bridge technical and academic skills.
- **Guidance Systems:** CCMR success (**57% in 2025**) is driven by **AVID** and **Practicum courses** in Law Enforcement and Health Science, which provide direct pipelines to career paths and college applications.

4. Professional Leadership and Decision-Making

Instructional decisions are decentralized and data-driven, centered on a **Professional Learning Community (PLC)** model:

- **Teacher Agency:** The Master Schedule reserves **3rd period** for common planning/PLC time. This allows teachers to collaborate on data analysis (evaluating over 1,000 tests in 2025) and ensure the curriculum is implemented with fidelity.
- **Continuous Improvement:** As a campus identified for **Comprehensive Support and Improvement**, the school uses these PLC structures to address the "Closing the Gaps" score (20/100) by refining social and academic interventions.

5. Student Engagement and Holistic Support

Beyond core academics, the Master Schedule integrates **Athletics and Fine Arts (Band)** as primary drivers for student engagement and attendance. These programs, combined with mandated state interventions, form the school's strategy to improve

Strengths

- **1. Targeted Academic Growth (Acceleration)**

One of the most significant strengths is the school's ability to move students who have previously struggled.

- **Consistency in Growth:** The school earned 37.5 points from "Accelerated Learning" in 2025. This indicates that instructional interventions for students who previously failed STAAR are effective and maintaining steady performance.
- **Strategic Grouping:** The use of "Strategic Learning" and "Reading 1" sections shows a commitment to class-size reduction, allowing for the high-intensity, small-group instruction necessary for RLA and Math recovery.

- **2. Strong College & Career Readiness (CCMR) Pipeline**

The school excels at bridging the gap between high school and postsecondary success.

- **CTE & Academic Integration:** The success of the "Practicum" courses and the fact that 94 graduates earned both an Industry-Based Certification (IBC) and academic credit demonstrates a highly effective integration of technical and academic content.
- **High Participation:** With 57% of graduates being CCMR ready, the school is successfully utilizing AVID and specialized elective tracks to guide at-risk students toward state standards and college eligibility.

- **3. Collaborative Teacher Leadership (PLC Model)**

The school has built a professional culture that prioritizes data and teacher input.

- **Structured Collaboration:** By building in Professional Learning Communities, WHS ensures that decisions are not "top-down" but are made by teacher teams who analyze student data (over 1,000 tests) to adjust instruction.
- **Instructional Fidelity:** This PLC structure acts as a built-in quality control mechanism to ensure the TEKS and ELPS are being taught consistently across classrooms.

- **4. Effective Support for Special Populations**

Programs for diverse learners are showing measurable success:

- **English Language Proficiency:** Meeting 50% of targets in ELP Status is a bright spot, suggesting that the bilingual and ESL instructional strategies are successfully helping Emergent Bilingual students acquire English.
- **Special Education Outcomes:** The inclusion of Resource and Inclusion support across all core subjects allowed nearly 7% of special education students to graduate with advanced diplomas, reflecting high expectations for all learners.

- **5. Diverse and Integrated Curriculum**

The Master Schedule is not just "core-heavy" but well-rounded:

- **STEAM Infrastructure:** There is a robust presence of specialized sciences and fine arts, providing multiple "hooks" for student engagement.
- **Holistic Engagement:** The intentional scheduling of Athletics and Fine Arts is a strategic strength used to bolster attendance and overall student connection to the campus.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1★ While "Accelerated Learning" (growth for students who failed previously) is consistent, the overall campus rating remains a "D" (61). This indicates that while students are growing, they are not growing fast enough or at a high enough level to reach "Meets Grade Level" or "Masters Grade Level" standards.	Lack of Instructional Rigor. The current instructional delivery may be focused primarily on foundational remediation rather than "cognitively demanding" tasks aligned with the full depth of the TEKS. Students are making progress, but the instruction is not sufficiently challenging to bridge the gap to high-level proficiency.
2★ Critical Underperformance in "Closing the Gaps" The Problem: The "Closing the Gaps" score of 20 out of 100 is the primary anchor dragging down the overall accountability rating. The school is failing to meet state-defined targets for specific sub-populations (e.g., Special Education, Eco-Dis, Emergent Bilinguals) in academic achievement and graduation status.	Inconsistent Tier 1 Differentiated Instruction. While the Master Schedule provides time for support (Inclusion, Resource, Strategic Learning), the quality of differentiated Tier 1 instruction (the first time a student hears a lesson) may be insufficient. If the core instruction doesn't meet diverse needs, the "intervention" classes become overwhelmed trying to re-teach rather than support.

★ = Priority

Family and Community Engagement

Summary

2024-2025 CIP Family and Community Involvement

- WHS employs a full-time Parent/Community Engagement Specialist.
- Parents are notified of school events via a monthly parent newsletter, callouts, texts, WHS website.
- Parent participation rates are measured by having sign-in sheets at all events that parents attend. The number of parents is then calculated and recorded by our Parent Involvement Specialist.
- Waco High involves parents who support their children at school events.
- Waco High now has an active PTSA with 300 members.
- Parents utilize the Parent Square and Parent Portal to keep up with their children's absences, tardies, and grades.
- Waco High has community partnerships that provide mentoring, tutoring, speakers, cultural experiences, and incentives/ snacks for tutorials.
- The Waco High School website is current and provides parents, students, and others with meaningful and relevant information, which includes a monthly parent newsletter.

Strengths

- WHS employs a full-time Parent/Community Engagement Specialist.
- Waco High has a Parent Engagement Policy that was created by parents.
- Parents and business representatives are actively involved with the Campus Decision Making Council (CDMC) and the PTSA.
- A language interpreter is available at parent events when needed, and all materials at parent meetings are available in both English and Spanish.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1★ Challenges exist with establishing effective communication through parent square and scheduling to meet the diverse needs of our parents.	Waco High School uses parent square provided by the district and parents are not activating the software. Parents are working non-traditional work hours to provide for their families.

★ = Priority

School Organization

Summary

Waco High School's master schedule prioritizes course offerings for students in accordance with their graduation plans. A modified block schedule was put in place to maximize instructional time and decrease time spent in passing periods. While student needs are the priority in master scheduling, each teacher has one conference period, and core academic teachers have a common PLC time. All teachers offer a minimum of two before or after-school tutorial times.

Attendance recovery is provided through after-school and Saturday School opportunities, while credit recovery programs occur during the school year and during summer school. The school also has remediation classes during our WIN Enrichment period for students who need to retake STAAR EOC Exams.

Waco High School provides opportunities for students to graduate with multiple endorsements to their degree, offers various career preparatory programs with certifications, and runs the College Board Advanced Placement academic program with open enrollment for equitable access. The school provides Special Education, 504, RTI, and ESL support through the LPAC committee.

In order to support the transition of incoming students from middle school, Waco High School leaders participate in 8th-grade transition fairs on the middle school campuses to connect with incoming students and provide them with information about various high school opportunities. These include athletics, fine arts, CTE, Advanced Academics, Student Council, etc. Student transitions can also be aided by mentoring programs, parent informational meetings, CIS services, Bear Project, and admin/counselor cohort meetings. More can continue to be done in this area, particularly in helping incoming freshmen for academic and behavioral success in high school.

When it comes to school safety, Waco High School emphasizes core values of *safe*, *respectful*, and *responsible* within its MTSS plan. The school employs SROs and security guards, as well as behavior specialists, to help keep the campus safe. There is an Evolve System at the main student entry and metal detectors at the two secondary entry points. All other entries are either gated or locked with door scanners. School staff have morning duty stations before school and hallway duty before their conference period, while admin, counselors, and behavior aides have duty during lunch, after school, and extracurricular events. Students have access to a suicide crisis line and the StopIt App for anonymous reporting.

Goals, objectives, and strategies are communicated by campus administration at the beginning of the school year, then supported through T-TESS, the TIA system, and professional development throughout the year. Automated calls, emails, and messages through Branching Minds are additional ways campus staff communicate with students in their families. The addition of Parent Square greatly improved our campus-to-home communication, both for teacher-parent and schoolwide messaging.

Academically, all classes at Waco High School are provided with standards to align learning and provided with district benchmark assessments to identify growth. The TIA program also measures student growth in most courses with a BOY and EOY exam. Core teachers have set PLC common planning times to review data, create common formative assessments, and prepare lessons accordingly. Instructional leaders regularly review vertical data as well, with our campus's largest gaps occurring in reading and math. WIN Time allows for accelerated instruction for students preparing for EOC exams, and counselors help students monitor their academic progress. Waco High School has a college and career counselor who seeks to assist students with postsecondary goals. The college and career counselor meets with students regularly to help students apply to college, complete FAFSA, and submit scholarship applications. The college and career counselor also provides students with TSIA testing opportunities each week.

Before and after school, Waco High School offers various clubs, athletics, and fine arts opportunities. Beyond tutoring sports, this includes (but is not limited to) theater, band, dance, FCA, Navegando, Student Council, NHS, Interact, All Pro Dads, Recycling Club, etc. Saturday School and Night School are two other opportunities provided to students in order to advance their academic careers.

Strengths

- Waco High School provides extensive opportunities for credit recovery and intervention.
- Students are offered a variety of special programs (CTE, Dual Credit, AP, etc.).

- Waco High School's emerging AVID program is improving organizational expectations and practices.
- The WISD pay scale, the highest in the Waco area, supports teacher retention.
- The introduction of Parent Square has greatly improved Waco High School's schoolwide and teacher communication home to families.

Problem Statements Identifying School Organization Needs

Problem Statement	Root Cause
1★ There is a large amount of students consistently in the hallways during class. This not only causes a loss of instructional time, but also inhibits school safety, teacher morale, and our campus academic culture. Adults have difficulty identifying students in the hallway, knowing students' names, or forming positive relationships with students who are not in their classes.	The campus tardy system is in disarray, lacking both consistent consequences for student tardiness, or reward for promptness. Additionally, the TEAMS system does not contain updated pictures of students, which would help the WHS staff with identification, communication and getting to know students in the hallways of our school.

★ = Priority

Technology

Summary

- Our campus has 1532 students, and we are working to maintain a 1:1 ratio for technology.
- Access to devices and technology has made it easier to implement blended learning in the classrooms. Each staff member is provided with a Chromebook and a laptop.
- Waco High School students use technology to increase their higher-order thinking skills. Technology includes access to Canvas, Google Classroom, Brightspace, and Edmentum.
- Waco High School students have access to computer equipment and the Internet on campus to complete assignments.
- The college lab and library are used daily. The College lab is for students on the class roster. The library is available for all students.

Strengths

- All WHS students will have access to computer equipment and the internet to complete assignments at school.
- WHS students are proficient in ways to use their technology in the classroom to prepare them for future endeavors.
- Currently, WHS students have school-issued Chromebooks.

Problem Statements Identifying Technology Needs

Problem Statement	Root Cause
1 ★ A high number of students have lost/damaged their Chromebook or consistently do not bring their device to school.	Students do not have the necessary training in the proper handling of their devices.
2 ★ WHS is currently not able to replace broken and/or outdated technology due to loss of resources.	Covid-19 ESSER Funds no longer available.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Achievement Gaps - Significant disparities exist for African American, emergent bilingual, and special education students in English I/II and Algebra I.

There is a need that indicates professional learning is needed to address systemic issues requiring targeted intervention and support to ensure equitable academic outcomes for all student populations and contents.

2
★

At Waco High School, which has a student population with an 90% economic disadvantage (ED) rate, there is a lack of participation among ED students in advanced academic coursework. This under representation suggests potential barriers or inequities preventing economically disadvantaged students from accessing and engaging in rigorous academic opportunities.

There is a need to develop a system with key stakeholders who will determine systemic and potential barriers preventing economically disadvantaged students from accessing and engaging in rigorous academic opportunities.

3
★

A significant portion of the student population is comprised of students with special education needs (SPED) and emergent bilingual (EB) learners.

There is a need to provide professional learning to teachers on how to plan and deliver differentiated instruction and additional supports to address academic needs with appropriate accommodations to decrease and/or eliminate gaps in overall student achievement.

4
★

The school is struggling to close performance gaps among its various student populations. In 2025, the school earned an "F" rating with a score of just 20 out of 100 in the "Closing the Gaps" accountability domain. Due to this low score, the school has been officially identified for "Comprehensive Support and Improvement.

The root cause is a lack of rigorous instructional delivery. While the curriculum itself is properly aligned with state standards (TEKS, ELPS, and CCRS), the actual instruction is not sufficiently "cognitively demanding" for all student groups to successfully meet state targets.

5
★

Students are not demonstrating sufficient academic progress year-over-year. In 2025, the school received an "F" rating in Academic Growth, scoring a 59. This lack of growth contributes to the school maintaining a "D" rating overall.

The root cause for low academic growth is the need for improved instructional delivery. Even though teachers have structured Professional Learning Community (PLC) periods to review student growth data and adjust their teaching, instructional delivery remains a prioritized area for improvement to ensure students are being appropriately challenged.

6★

Waco High School is currently underperforming with a 2025 Accountability Rating of D. Despite a favorable student-teacher ratio of 13.4:1 and a highly experienced principal (9.0 years of experience), student achievement remains low, particularly in core areas like English I, where only 42% of students are approaching grade level. This performance gap is exacerbated by a high chronic absenteeism r

A large portion of the faculty is still developing their professional capacity. 38.5% of teachers have only 1-5 years of experience, and 4.6% are beginning teachers. These educators are often more susceptible to challenges with classroom management and heavy administrative paperwork

7★

While "Accelerated Learning" (growth for students who failed previously) is consistent, the overall campus rating remains a "D" (61). This indicates that while students are growing, they are not growing fast enough or at a high enough level to reach "Meets Grade Level" or "Masters Grade Level" standards.

Lack of Instructional Rigor. The current instructional delivery may be focused primarily on foundational remediation rather than "cognitively demanding" tasks aligned with the full depth of the TEKS. Students are making progress, but the instruction is not sufficiently challenging to bridge the gap to high-level proficiency.

8★

Critical Underperformance in "Closing the Gaps" The Problem: The "Closing the Gaps" score of 20 out of 100 is the primary anchor dragging down the overall accountability rating. The school is failing to meet state-defined targets for specific sub-populations (e.g., Special Education, Eco-Dis, Emergent Bilinguals) in academic achievement and graduation status.

Inconsistent Tier 1 Differentiated Instruction. While the Master Schedule provides time for support (Inclusion, Resource, Strategic Learning), the quality of differentiated Tier 1 instruction (the first time a student hears a lesson) may be insufficient. If the core instruction doesn't meet diverse needs, the "intervention" classes become overwhelmed trying to re-teach rather than support.

9★

Challenges exist with establishing effective communication through parent square and scheduling to meet the diverse needs of our parents.

Waco High School uses parent square provided by the district and parents are not activating the software. Parents are working non-traditional work hours to provide for their families.

10★

There is a large amount of students consistently in the hallways during class. This not only causes a loss of instructional time, but also inhibits school safety, teacher morale, and our campus academic culture. Adults have difficulty identifying students in the hallway, knowing students' names, or forming positive relationships with students who are not in their classes.

The campus tardy system is in disarray, lacking both consistent consequences for student tardiness, or reward for promptness. Additionally, the TEAMS system does not contain updated pictures of students, which would help the WHS staff with identification, communication and getting to know students in the hallways of our school.

11



A high number of students have lost/damaged their Chromebook or consistently do not bring their device to school.

Students do not have the necessary training in the proper handling of their devices.

12



WHS is currently not able to replace broken and/or outdated technology due to loss of resources.

Covid-19 ESSER Funds no longer available.

13



With a new building and layout, there are challenges to creating and maintaining procedures and routines which causes concern for how well the campus functions.

New building, new areas including communal spaces and open cafeteria can create problems with student management when unaddressed.

14



Due to violence in other school's within the state, the teachers feel concerned about student safety.

Because of violence that has taken place in other schools across the state, the teachers feel concerned that this violence could happen at Waco High School.

★ = Priority



Goals

Goal 1

By June 2027, the campus will improve academic outcomes through two primary targets:

1. School Accountability: Elevate the state rating by one full performance tier, or drive a 9% gain in ELA and an 11% gain in Algebra
2. Student Growth: Individualize support so that 75% of students meet or exceed their baseline measures for accelerated annual growth in Reading and Math.

Performance Objective 1 High Priority

Use of High-Quality Instructional Materials(HQIM) and research-based practices with fidelity to lesson design, internationalization, and alignment. Increase the percentage of students scoring at the "Meets Grade Level" or "Masters Grade Level" on STAAR/EOC assessments by 10% across all tested subject areas by May 2027.

Evaluation Data Source: Curriculum, Walkthroughs, Data Sources

Strategy 1

Deconstruct Readiness Standards: In PLCs, unpack the TEKS to the "Masters" level of cognitive complexity. If the TEKS requires students to analyze, Tier 1 instruction cannot stop at identifying.

Strategy's Expected Result/Impact: To enhance daily Tier 1 instruction by scaffolding up to high-level analysis, synthesis and evaluation.

Staff Responsible for Monitoring: Instructional Coaches, Assistant Principal, Principal

Problem Statements: Student Achievement 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October

January

May

Strategy 2

Increase Academic Rigor & Stamina: Incorporate daily "stretch items" or complex release questions into standard coursework. Students need to build the mental stamina required for the length and depth of EOC/STAAR passages and multi-step problems.

Strategy's Expected Result/Impact: To enhance daily Tier 1 instruction by scaffolding up to high-level analysis, synthesis and evaluation.

Staff Responsible for Monitoring: Instructional Coaches, Assistant Principal, Principal

Problem Statements: Student Achievement 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October

January

May

Strategy 3

Writing Across Content Areas: Since text-based evidence and short/extended constructed responses (SCRs/ECRs) heavily impact scores, embed writing rubrics into Social Studies, Science, and Math, not just RLA.

Formative Reviews

October

January

May

Strategy 4

Allocate instructional funds to purchase curriculum resources to support moving more students from Approaches Grade Level to Meets and Masters Grade Level.

Strategy's Expected Result/Impact: To increase the number of students at the Meets and Masters Grade Level by 10%

Staff Responsible for Monitoring: Associate Principal, Principal

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October

January

May

Strategy 5

Provide tutoring opportunities in tested content areas twice per week that focuses of high-leverage TEKS.

Strategy's Expected Result/Impact: To close the academic gap of readiness and supporting standards for all sub-pops.

Staff Responsible for Monitoring: Teachers, Associate Principal, Principal

Problem Statements: Student Achievement 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October

January

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

The school is struggling to close performance gaps among its various student populations. In 2025, the school earned an "F" rating with a score of just 20 out of 100 in the "Closing the Gaps" accountability domain. Due to this low score, the school has been officially identified for "Comprehensive Support and Improvement.

The root cause is a lack of rigorous instructional delivery. While the curriculum itself is properly aligned with state standards (TEKS, ELPS, and CCRS), the actual instruction is not sufficiently "cognitively demanding" for all student groups to successfully meet state targets.

2

Students are not demonstrating sufficient academic progress year-over-year. In 2025, the school received an "F" rating in Academic Growth, scoring a 59. This lack of growth contributes to the school maintaining a "D" rating overall.

The root cause for low academic growth is the need for improved instructional delivery. Even though teachers have structured Professional Learning Community (PLC) periods to review student growth data and adjust their teaching, instructional delivery remains a prioritized area for improvement to ensure students are being appropriately challenged.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While "Accelerated Learning" (growth for students who failed previously) is consistent, the overall campus rating remains a "D" (61). This indicates that while students are growing, they are not growing fast enough or at a high enough level to reach "Meets Grade Level" or "Masters Grade Level" standards.

Lack of Instructional Rigor. The current instructional delivery may be focused primarily on foundational remediation rather than "cognitively demanding" tasks aligned with the full depth of the TEKS. Students are making progress, but the instruction is not sufficiently challenging to bridge the gap to high-level proficiency.

Performance Objective 2

By the end of each grading period, 100% of core content teachers will utilize common formative assessment data during weekly PLCs to adjust Tier 1 instruction and identify students needing immediate intervention.

Strategy 1

Continue to implement Weekly PLC Planning and Data Protocol by using the 4-Question PLC Framework/the 45-minute Data Protocol

Strategy's Expected Result/Impact: By staying committed to both frameworks, teachers will shift their practices from more conversational PLCs to a laser-focused mindset on student growth and instructional gaps, Teacher Efficacy and equitable instruction for all students.

Staff Responsible for Monitoring: Instructional Coaches, Assistant Principal, Associate Principal

Problem Statements: Curriculum, Instruction, and Assessment 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October

January

May

Strategy 2

Establish a systematic, campus-wide process for collecting, analyzing, and acting upon student performance data at regular intervals to drive targeted Tier 1 adjustments and immediate interventions.

Strategy's Expected Result/Impact: Core PLCs will analyze Common Formative Assessment (CFA) data and develop specific "Re-teach and Re-assess" action steps to address areas of improvements.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principal, Associate Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October

January

May

Strategy 3

Provide Professional Learning for Lead4ward resources and strategies to enhance Tier 1 Instruction.

Strategy's Expected Result/Impact: To enhance Tier 1 Instruction planning and delivery to close academics gaps across tested core contents

Staff Responsible for Monitoring: Lead4ward Representatives, Associate Principal, Principal, Instructional Coaches, Teachers

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

October

January

May

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While "Accelerated Learning" (growth for students who failed previously) is consistent, the overall campus rating remains a "D" (61). This indicates that while students are growing, they are not growing fast enough or at a high enough level to reach "Meets Grade Level" or "Masters Grade Level" standards.

Lack of Instructional Rigor. The current instructional delivery may be focused primarily on foundational remediation rather than "cognitively demanding" tasks aligned with the full depth of the TEKS. Students are making progress, but the instruction is not sufficiently challenging to bridge the gap to high-level proficiency.

2

Critical Underperformance in "Closing the Gaps"
The Problem: The "Closing the Gaps" score of 20 out of 100 is the primary anchor dragging down the overall accountability rating. The school is failing to meet state-defined targets for specific sub-populations (e.g., Special Education, Eco-Dis, Emergent Bilinguals) in academic achievement and graduation status.

Inconsistent Tier 1 Differentiated Instruction. While the Master Schedule provides time for support (Inclusion, Resource, Strategic Learning), the quality of differentiated Tier 1 instruction (the first time a student hears a lesson) may be insufficient. If the core instruction doesn't meet diverse needs, the "intervention" classes become overwhelmed trying to re-teach rather than support.

Goal 2

By June 2027, the campus will improve its teacher retention rate by 10%, ensure 100% of instructional staff complete specialized professional development tied to HB 3 literacy/math strategies, and achieve a 15% reduction in campus behavior referrals to support a safe learning environment.

Performance Objective 1

100% of newly hired teachers will participate in a monthly campus-based mentorship academy, resulting in a minimum score of "Proficient" on their end-of-year T-TESS evaluations

Evaluation Data Source: Walktroughs, Calibration Walks, Closing-the-Feedback Loop

Strategy 1

Provide new teachers with a mentor by the first day of school.

Strategy's Expected Result/Impact: To provide new teachers with support of curriculum and operational duties

Staff Responsible for Monitoring: Department Chairs, Associate Principal, Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

October

January

May

Strategy 2

Mentors and Menotrs will meet once per month to review curriculum/operational concerns and use campus/district resources to provide support.

Strategy's Expected Result/Impact: To build a structure of peer-support to develop new teachers.

Staff Responsible for Monitoring: Department Chairs, Asscoiate Principal, Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

October

January

May

Strategy 3

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, Assistant Principals. Associate Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

October

January

May

Strategy 4

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, Assistant Principal, Sunshine Committee

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

October

January

May

Performance Objective 2

Provide clear, and practical professional learning opportunities to enhance instruction and operational duties.

Strategy 1

Use formal and informal data from PLCs to develop campus-wide professional learning that will enhance instructional outcomes.

Strategy's Expected Result/Impact: To create an instructional system that will enhance consistency of Tier 1 instruction throughout all classrooms.

Staff Responsible for Monitoring: Instructional Coaches, Assistant Principal, Principal, Associate Principal, Department Chairs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October

January

May

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: Campus Instructional Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

October

January

May

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, Instructional Coaches

Funding Sources: Title 1,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October

January

May

Strategy 4

Provide professional learning and support for campus paraprofessionals to enhance daily job 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, Associate Principal

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

October

January

May

Strategy 5

Identify, recruit and retain highly effective substitute teachers and ensure lesson plans and sub folders are readily available to implement daily expectations.

Strategy's Expected Result/Impact: Create an environment for substitutes to commit to being a part of our school community

Formative Reviews

October

January

May

Goal 3

By May 2027, the campus will increase documented parent and family participation in academic success events by 25% and establish at least two new active partnerships with local businesses or higher education institutions to support student mentoring or pathways.

Performance Objective 1

Host at least four high-impact family academic nights (e.g., Literacy Night, Math/Science Expo, CCMR Showcase, AVID Night) throughout the school year, securing a minimum attendance of 35% of the student body's families.

Evaluation Data Source: Surveys, Attendance Sheets

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, AVID Night.

Strategy's Expected Result/Impact: Build trust and communication with all stakeholders

Staff Responsible for Monitoring: Parent and Community Liaison, Communities in Schools, AVID

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

October

January

May

Strategy 2

Communicate campus priorities for 2026-2027 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, Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October

January

May

Strategy 3

Continue weekly newsletter via Parent Square to parents and community to share key activities to promote a positive culture about Waco High School.

Strategy's Expected Result/Impact: Newsletter provides timely information to parents and stakeholders while increasing knowledge of campus activities and student performances

Staff Responsible for Monitoring: Parent Liaison, Principal

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

October

January

May

Strategy 4

Continue to have PTSA and CDMC meetings to support student learning and campus interventions.

Strategy's Expected Result/Impact: Higher academic achievement for students

Staff Responsible for Monitoring: Principal, Associate Principal

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October

January

May

Strategy 5

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, Assistant Principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

October

January

May

Strategy 6

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: Integrated Student Support Systems

Formative Reviews

October

January

May

Strategy 7

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

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

October

January

May

Strategy 8

Impementation of the Klaras Center to provide counseling and case management for our MTSS - B Tier 3 Intervention for social emotional supports.

Strategy's Expected Result/Impact: Strategy 1: Establish Standardized Tier 3 Referral & Assessment Protocols
Strategy 2: Integrated Case Management & Wraparound Services
Strategy 3: Coordinated Behavioral Crisis & De-escalation Support
Strategy 4: Family Engagement & Community Alignment

Staff Responsible for Monitoring: Campus Principals

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

October

January

May

Performance Objective 2

Achieve a 90% or higher positive response rate on the annual Waco ISD Spring Parent & Community Survey regarding campus communication clarity and transparency.

Performance Objective 3

Kids/Children/Family (KCF) Mental Health & Case Management System that identifies, triages, and provides targeted wraparound case management to high-need students, resulting in a 20% decrease in emotional dysregulation-related discipline referrals, a 15% improvement in attendance among managed students, and a 100% safety plan completion rate for identified Tier 3 students by the end of the academic year.

Evaluation Data Source: Weekly case management intake, weekly check ins, case management logs, skill building groups, and trauma informed care.

Strategy 1

Host KCF for our students who require specific mental health needs and provide specific case management.

Strategy's Expected Result/Impact: Implement universal/targeted screener

* Establish standardized digital referral form for teachers.

* Form weekly Multidisciplinary Student Support Team (STC) triage meetings.

- Hire or assign a dedicated Behavioral Health Case Manager.

Staff Responsible for Monitoring: Principal, Lead Counselor, Case Manager

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

October

January

May

Goal 4

By April 2027, the campus will optimize its resource allocation so that 100% of campus instructional funds are directly aligned with high-priority student needs, while ensuring 100% of staff and students complete required training on newly deployed classroom technology.

Performance Objective 1

Conduct quarterly budget reviews with the Campus Instructional Leadership Team to ensure that at least 85% of discretionary campus funds are directly mapped to intervention materials, tutoring, and professional development.

Performance Objective 2

By December 2026, 100% of classroom teachers will score at the "Integration" level or higher on the campus technology integration rubric during routine administrator walkthroughs.



State Compensatory Education

State Compensatory

Budget for Waco High School

Total SCE Funds: \$769,960.00

Total FTEs Funded by SCE: 16

Brief Description of SCE Services and/or Programs

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

Personnel for Waco High School

Name	Position	FTE
Alisa Long	Credit Recovery Teacher	1
Anna Chapa	SIT	1
Bionna Matthews	Campus Support Aide	1
Brittany Smith	SIT-Math	0.5
Da'netra Pollard	Campus Support Aide	1
Daisy Villa	Instructional Aide-BIL	1
Derrick Scott	Campus Support Specialist	1
Devonte Henderson	Campus Support Aide	1
Esli Estupinan	Instructional Aide-BIL	1
Faith Simmons	Campus Support Aide	1
Gregory Long	Instructional Aide	1
Makaela Sanders	Campus Support Aide	0.5
Q'uiara Herron	Campus Support Aide	1
Savannah Shavers	SIT - Math	0.5
Shelly Cason	Credit Recovery Teacher	1
Vacant	SIT	1
William Post	SIT-Math	0.5
Zamara Long	SIT	1



Title I Summary

Title I

Title I Personnel

Name	Position	Program	FTE
Debra McGowan	Parent Campus Liaison	Title	1
Keila Sotomayor	Counselor-Targeted Support	Title	1
Keli Jackson- Freeman	Parent and Family Specialist	Title	1
Kristi Moon Hall	Credit Recovery Counselor	Title	1
Metalisa Hartford	Parent Educator-Case Manager	Title	1
Robyn Horton	At-Risk Specialist	Title	1
Vacant	Instructional Aide	Title 1	1