

New Caney Independent School District



West Fork High School

2026-2027 Goals/ Performance Objectives/ Strategies

Board Approval Date:
September 24, 2026

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Goal 1

West Fork High School will provide high achieving, student-centered programs that produce graduates who are prepared to be contributing members of our community.

Performance Objective 1

Students will meet or exceed the state average on the STAAR Algebra EOC.

Strategy 1

The Algebra I team will utilize common planning time to plan and prepare lessons following the district created scope and sequence. Curriculum Blueprints and Bundle tests will be used in conjunction with the instructional calendar.

Strategy's Expected Result/Impact: Campus assessments will be monitored each grading period.

Staff Responsible for Monitoring: Dean of Instruction, Math Department

Formative Reviews

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Strategy 2

Planning within the math department will occur both within grade levels and across grade levels with an emphasis on high expectations, maintenance, and monitoring for student success. A department common planning time will be established.

Strategy's Expected Result/Impact: Agendas with pertinent topics and meeting minutes with attendance noted

Staff Responsible for Monitoring: Dean of Instruction, Math department chair

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Strategy 3

The math department will follow the gradual release model and campus wide expectations for classroom instruction. The department will create campus wide instructional expectations and implement instructional focus activities; e.g. bell ringer, digital learning component, critical thinking activities, and language rich environment.

Strategy's Expected Result/Impact: Lesson plans reflect an increase in differentiation strategies. Teaching students to be independent, resourceful (C4B4 ME), and to think critically.			
Staff Responsible for Monitoring: Dean of Instruction, Math department			
Formative Reviews			
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Strategy 4

The math department will utilize the district Data Management System to disaggregate State Assessment and district bundle exams to identify student needs. Planning meetings will include time for teachers to reflect on the effectiveness of instruction. Data will be used to inform staff of additional instruction needed to support students' mastery of skills.			
Strategy's Expected Result/Impact: Evidence of reteaching strategies in lesson planning, increase in individual student growth			
Staff Responsible for Monitoring: Dean of Instruction, Math department, Instructional Coach, EL Instructional Coach, Student Success Coach			
Formative Reviews			
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Strategy 5

The math department will utilize professional development sessions and common planning time to plan, assess, and adjust classroom instruction. Professional development will focus on identified professional learning opportunities based on student and teacher needs. All target activities will support campus wide expectations.			
Staff Responsible for Monitoring: Dean of Instruction, Campus Instructional Coach, EL Coach, Student Success Coach, Library Media Specialist			
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Strategy 6

The math department will utilize the ELLevation platform to support all learners with language strategies. The department will increase literacy through posted language objectives.			
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Strategy's Expected Result/Impact: EOC testing requirements met; Increase in Distinguished graduates by increasing Algebra 2 enrollment; Growth on TELPAS; Increase in credits earned; On-time graduation rate increase

Staff Responsible for Monitoring: Campus EL Specialists/Para, EL Instructional Coach, Sheltered Instruction Math teachers, Dean of Instruction

Funding Sources: ML Coach State BIL/ESL, , ML Coach State Compensatory Ed,

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Strategy 7

Provide accelerated instruction for students who did not approach grade level on the previous year's math STAAR test through intervention during WIN time.

Strategy's Expected Result/Impact: EOC testing requirements met; Meeting requirements of HB 1416

Staff Responsible for Monitoring: Principal, Dean of Instruction, Algebra 1 and Geometry teachers, Student Success Coach

Funding Sources: Instructional Coach State Compensatory Ed, , Teachers State Compensatory Ed, , Student Success Coach State Compensatory Ed,

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Performance Objective 2

Students will meet or exceed the state average on the STAAR English I and English II EOC.

Evaluation Data Source: Disaggregated data from the district-based Bundle assessment and EOC tests will show an increase of 10% in individual student performance.

Strategy 1

The ELA department will utilize common planning time to plan and prepare lessons following the district created scope and sequence. Curriculum Blueprints and Bundle tests will be used in conjunction with the instructional calendar.

Strategy's Expected Result/Impact: Campus assessments will be monitored each grading period.

Staff Responsible for Monitoring: Dean of Instruction, ELA Department

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Strategy 2

Planning within the ELA department will occur both within grade levels and across grade levels with an emphasis on high expectations, maintenance, and monitoring for student success. A department common planning period will be identified in the master schedule.

Strategy's Expected Result/Impact: Agendas with pertinent topics and meeting minutes with attendance noted

Staff Responsible for Monitoring: Dean of Instruction, ELA Department Chair

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Strategy 3

The ELA department will follow the CompCon Strategies Playbook which includes the workshop model. Staff will support campus wide expectations for classroom instruction. The ELA department will implement instructional focus activities; e.g. bell ringer, digital learning component, critical thinking activities, and language rich environment.

Strategy's Expected Result/Impact: Lesson plans reflect an increase in differentiation strategies. Teaching students to be independent, resourceful (C4B4 ME

Staff Responsible for Monitoring: Dean of Instruction, Instructional Coach, Principal, ELA Department Chair

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Strategy 4

The ELA department will utilize the district Data Management System to disaggregate State Assessment and district bundle exams to identify student needs. Planning meetings will include time for teachers to reflect on the effectiveness of instruction. Data will be used to inform staff of additional instruction needed to support students' mastery of skills.

Strategy's Expected Result/Impact: Evidence of reteaching strategies in lesson planning.; increase in individual student growth

Staff Responsible for Monitoring: Dean of Instruction, ELA department, Instructional Coach, EL Instructional Coach, Student Success Coach

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Strategy 5

The ELA department will utilize professional development sessions and common planning time to plan, assess, and adjust classroom instruction. Professional development will focus on identified professional learning opportunities based on student and teacher needs. All target activities will support campus wide expectations.

Strategy's Expected Result/Impact: Increase students who are at "Meet" on the EOC to 60%

Staff Responsible for Monitoring: Dean of Instruction, Campus Instructional Coach, EL Instructional Coach, Student Success Coach, Library Media Specialist

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Strategy 6

The ELA department will utilize ELlevation platform to support all learners with language strategies. The department will increase literacy through posted language objectives. In addition, to meet the needs of emergent bilinguals, headphones with microphones are needed for students to practice the four TELPAS domains of listening, reading, writing, and speaking. The district will be using ESSER funds for these headphones with microphones. Provide support for students to meet TELPAS goals (technology, headset with microphone).

Strategy's Expected Result/Impact: EOC testing requirements met; Endorsement earned; Growth on TELPAS; Increase in credits earned; On-time graduation rate increase

Staff Responsible for Monitoring: Campus EL Specialists/Para., EL Instructional Coach., Sheltered Instruction English teachers, Dean of Instruction

Funding Sources: Touchstone Title III- 263,

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Strategy 7

Provide accelerated instruction for students who did not approach grade level on the previous year's English STAAR tests through intervention during WIN time.

Strategy's Expected Result/Impact: EOC testing requirements met; Meeting requirements of HB 1416

Staff Responsible for Monitoring: Principal, Dean of Instruction, English I and English II teachers, Student Success Coach

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Performance Objective 3

Students will meet or exceed the state average on the STAAR Biology.

Strategy 1

The science department will utilize common planning time to plan and prepare lessons following the district created scope and sequence. Curriculum Blueprints and Bundle tests will be used in conjunction with the instructional calendar.

Strategy's Expected Result/Impact: Campus assessments will be monitored each grading period

Staff Responsible for Monitoring: Dean of Instruction, Science Department

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Strategy 2

Planning within the science department will occur both within grade levels and across grade levels with a emphasis on high expectations, maintenance, and monitoring for student success. A department common planning period will be identified in the master schedule.

Strategy's Expected Result/Impact: Agendas with pertinent topics and meeting minutes with attendance noted

Staff Responsible for Monitoring: Dean of Instruction, Science Department Chair

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Strategy 3

The science department will follow the gradual release model and campus wide expectations for classroom instruction. The department will create campus wide instructional expectations and implement instructional focus activities; e.g. bell ringer, digital learning component, critical thinking activities, and language rich environment. All staff will plan for labs that support student learning of the scientific process.

Strategy's Expected Result/Impact: Lesson plans reflect an increase in differentiation strategies; Teaching students to be independent, resourceful (C4B4 ME), and to think critically.

Staff Responsible for Monitoring: Dean of Instruction, Science department

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Strategy 4

The science department will utilize the district Data Management System to disaggregate State Assessment and district bundle exams to identify student needs. Planning meetings will include time for teachers to reflect on the effectiveness of instruction. Data will be used to inform staff of additional instruction needed to support student mastery of skill.

Strategy's Expected Result/Impact: Evidence of reteaching strategies in lesson planning; Increase in individual student growth.

Staff Responsible for Monitoring: Dean of Instruction, Science Department, Student Success Coach, Instructional Coach, EL Instructional Coach

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Strategy 5

The science department will utilize professional development sessions and common planning time to plan, assess, and adjust classroom instruction. Professional development will focus on identified professional learning opportunities based on student and teacher needs. All target activities will support campus wide expectations.

Staff Responsible for Monitoring: Dean of Instruction, Instructional Coach, EL Instructional Coach, Student Success Coach, Media Specialist

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Strategy 6

The science department will utilize ELlevation platform to support all learners with language strategies. The department will increase literacy through posted learning and language objectives. In addition, students to practice the four TELPAS domains of listening, reading, writing, and speaking.

Strategy's Expected Result/Impact: Increase in credits earned; On-time graduation rate increase; EOC testing requirements met.; Endorsement earned; Growth on TELPAS

Staff Responsible for Monitoring: Campus EL Specialists/Para, EL Instructional Coach, Sheltered Instruction Teachers, Dean of Instruction

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Strategy 7

Provide accelerated instruction for students who did not approach grade level on the previous year's science STAAR test through intervention during WIN time.

Strategy's Expected Result/Impact: EOC testing requirements met; Meeting requirements of HB 1416

Staff Responsible for Monitoring: Principal, Dean of Instruction, Biology, IPC, Chemistry teachers, Student Success Coach

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Performance Objective 4

West Fork High School will increase the percentage of students that meet college and career readiness measures.

Evaluation Data Source: 100% of students will remain on track to complete their program of study and earn an IBC.

Strategy 1

Communicate with parents and students about college readiness and the importance of students taking advanced courses through student meetings, parent meetings, course selections, and the high school course catalog. West Fork will provide enrollment opportunities in advanced courses

to all students.

Strategy's Expected Result/Impact: Grade level student/parent meetings; Increase in CCMR accountability

Staff Responsible for Monitoring: Counseling department, Dean of Instruction

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

WFHS will collaborate with Lone Star College and University of Texas in preparation for dual credit / OnRamps offerings in subsequent school years. WFHS will educate parents and students about the dual credit / OnRamps programs and opportunities for the next school year during the course selection process.

Strategy's Expected Result/Impact: Increase in college credits earned before graduation; Increase in CCMR accountability

Staff Responsible for Monitoring: Dean of Instruction, Counseling department

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Strategy 3

Inform students of the importance of taking college entrance tests and encourage students to register and take tests. Provide fee waivers and offer campus-wide college entrance exam opportunities. Provide campus-wide TSI testing opportunities for students to determine college readiness.

Strategy's Expected Result/Impact: Increase in student college readiness; Increase in CCMR accountability

Staff Responsible for Monitoring: Counseling department, Dean of Instruction, English and Math teachers (TSI prep), College Readiness Testing Coordinator

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 4

Provide professional development for teachers and high-quality materials for students in Advanced Academics classes (ex: AP Rice University fall/summer institute, etc.)

Strategy's Expected Result/Impact: Increase in AP scores and increase in student enrollment in AP classes and students taking the AP exam; Increase of retention in Advanced Academics courses

Staff Responsible for Monitoring: Dean of Instruction, AP teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 5

Provide information to parents and students regarding graduation requirements via newsletters, announcements, course catalog, parent meetings, individual meetings, and posting on the campus website/social media pages.

Strategy's Expected Result/Impact: Agendas, sign-in sheets, course catalog and publications

Staff Responsible for Monitoring: Counseling department, Dean of Instruction

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Strategy 6

Communicate and promote the program offerings available through Career & Technical Education programs of study. Information will be provided through class meetings, parent meetings, course selection individual student meetings, and student conferences.

Strategy's Expected Result/Impact: IBCs and Endorsements earned; Workforce readiness and CCMR accountability

Staff Responsible for Monitoring: Counseling department, CTE teachers

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Strategy 7

Intentional course planning each year with at-risk students to ensure endorsement completion and/or industry based certification, if applicable.

Strategy's Expected Result/Impact: Increase in At-Risk students earning endorsements/IBCs

Staff Responsible for Monitoring: At-Risk Counselor

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Strategy 8

CTE staff will promote and advocate for program offerings that are engaging, rigorous, relevant, and meet industry standards. Additionally, staff will provide opportunities for all students to understand employer expectations and develop skills that support employability.

Strategy's Expected Result/Impact: IBCs and Endorsements earned; Workforce readiness and CCMR accountability

Funding Sources: Health Science - Pocket Nurse (Diagnostic Stations, Pediatric Tray, Intradermal Inj. Simulator, Manikin Cart) CTE - Perkins -244 , , 5 Welding Machines (MULTIMATIC 255) CTE - Perkins -244 , , Health Science - Rudiger Skeleton (Pathophysiology) CTE - Perkins -244 , , Ag Mech 4 welders and carts CTE - Perkins -244 , , Criminal Justice - Redman Training Suit and bag CTE - Perkins -244 , , Health Science Exam Table CTE - Perkins -244 ,

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Strategy 9

Students will have the opportunity to extend classroom learning through a variety of career-related student organizations. West Fork will continue the programs that are currently on campus and continue to seek out additional opportunities to help support all students.

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Strategy 10

West Fork High School will pilot the implementation of the Eddie Student and Counselor programs to help support students and their parents in planning their post secondary next steps.

Staff Responsible for Monitoring: Counselors, Dean, Principal, and Teachers

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Performance Objective 5

Provide access to updated, high quality print and digital library resources.

Evaluation Data Source: Library system check out statistics.

Records of library materials by age, check out numbers, and relevant, current content.

Strategy 1

Analyze current library records, identify areas of need and purchase resources to update the campus library collections.

Strategy's Expected Result/Impact: Students will have access to check out library resources that are of high interest and relevant to help cultivate a culture of literacy to support student achievement.

Staff Responsible for Monitoring: Director of Digital Learning, Coordinator of Library and Instructional Materials, Media Specialists, Campus Principals

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Performance Objective 6

Students will meet or exceed the state average on the STAAR US History EOC.

Strategy 1

The US History team will utilize common planning time to plan and prepare lessons following the district created scope and sequence. Curriculum Blueprints and Bundle tests will be used in conjunction with the instructional calendar.

Strategy's Expected Result/Impact: Campus assessments will be monitored each grading period.

Staff Responsible for Monitoring: Dean of Instruction, Social Studies Department

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Strategy 2

Planning within the social studies department will occur both within grade levels and across grade levels with an emphasis on high expectations, maintenance, and monitoring for student success. A department common planning time will be established.

Strategy's Expected Result/Impact: Agendas with pertinent topics and meeting minutes with attendance noted

Staff Responsible for Monitoring: Dean of Instruction, Social Studies department chair

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Strategy 3

The social studies department will follow the gradual release model and campus wide expectations for classroom instruction. The department will create campus wide instructional expectations and implement instructional focus activities; e.g. bell ringer, digital learning component, critical thinking activities, and language rich environment.

Strategy's Expected Result/Impact: Lesson plans reflect an increase in differentiation strategies. Teaching students to be independent, resourceful (C4B4 ME), and to think critically.

Staff Responsible for Monitoring: Dean of Instruction, Social Studies department

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Strategy 4

The social studies department will utilize the district Data Management System to disaggregate State Assessment and district bundle exams to identify student needs. Planning meetings will include time for teachers to reflect on the effectiveness of instruction. Data will be used to inform staff of additional instruction needed to support students' mastery of skills.

Strategy's Expected Result/Impact: Evidence of reteaching strategies in lesson planning, increase in individual student growth

Staff Responsible for Monitoring: Dean of Instruction, Social Studies department, Instructional Coach, EL Instructional Coach, Student Success Coach

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Strategy 5

The social studies department will utilize professional development sessions and common planning time to plan, assess, and adjust classroom instruction. Professional development will focus on identified professional learning opportunities based on student and teacher needs. All target activities will support campus wide expectations.

Staff Responsible for Monitoring: Dean of Instruction, Campus Instructional Coach, EL Coach, Student Success Coach, Library Media Specialist

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Strategy 6

The social studies department will utilize the ELlevation platform to support all learners with language strategies. The department will increase literacy through posted language objectives.

Strategy's Expected Result/Impact: EOC testing requirements met; Increase in Distinguished graduates by increasing Algebra 2 enrollment; Growth on TELPAS; Increase in credits earned; On-time graduation rate increase

Staff Responsible for Monitoring: Campus EL Specialists/Para, EL Instructional Coach, Sheltered Instruction Social Studies teachers, Dean of Instruction

Funding Sources: EL Coach State BIL/ESL,

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Strategy 7

Provide accelerated instruction for students who did not approach grade level on the previous history STAAR test through intervention during WIN time.

Strategy's Expected Result/Impact: EOC testing requirements met; Meeting requirements of HB 1416

Staff Responsible for Monitoring: Principal, Dean of Instruction, Social Studies teachers, Student Success Coach

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Goal 2

West Fork High School will provide a safe and orderly setting that enhances the teaching and learning environment for students and staff.

Performance Objective 1

West Fork HS will investigate, establish, and promote programs to ensure the safety of students and staff.

Strategy 1

All NCISD resources and programs which help ensure a safe and orderly environment will be fully implemented:

School Peace Officer with K9 on campus; Raptor visitor screening; security cameras; bullying and violence prevention training for staff and students; Red Ribbon Week anti-drug abuse activities; dating violence education; safety drills; health services; random drug testing for athletes and coaches; counseling services; transition from DAEP/JJEP placements; CPI PBIS training; mandatory staff and student ID badge display; local anti-bullying reporting system. Campus will implement MTSS and Tier 1 team

Strategy's Expected Result/Impact: PEIMS data will be disaggregated to identify strengths and areas needing improvement through PEIMS 425 discipline records. Parent, staff, and student surveys will also be conducted

Staff Responsible for Monitoring: All Staff

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Strategy 2

Provide training and resources with the following procedures to inform faculty and staff on emergency drills consisting of the following:

- a) tornado, fire, and lockdown procedures,
- b) Evacuation
- c) Crisis management
- d) CPR/First Aid training
- e) Campus Emergency Response Team

Strategy's Expected Result/Impact: Acknowledgement of receipt for all staff member

Staff Responsible for Monitoring: Campus Administrators

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Strategy 3

Perform practice drills and make modifications based on student and staff safety. Drill frequency is based on NCISD guidelines.

Strategy's Expected Result/Impact: Safety Committee will document dates, times and critiques of drills in committee minutes each semester

Staff Responsible for Monitoring: Administrators

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Strategy 4

Campus evacuation routes and emergency procedures are posted in each classroom, exits, and office areas.

Strategy's Expected Result/Impact: All campus rooms in compliance and work orders submitted to maintenance department each semester as needed

Staff Responsible for Monitoring: Administrators

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Strategy 5

Facility needs are monitored and adjusted to promote safety for students, staff, and campus visitors. Process is in place to initiate work orders for repairs or improvements in the building.

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Strategy 6

Promote and execute plan for NCISD Safety Day to be sure all stakeholders are aware of what to do in an emergency.

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Strategy 7

ID checks using the V-Soft Raptor System required for all visitors to campus.

Strategy's Expected Result/Impact: Computer printout of visitors and visitor badges

Staff Responsible for Monitoring: Administrators, Campus Receptionist

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Strategy 8

NCISD Police Department contacted for assistance with criminal incidents and document the incidents accordingly. Coordinate with NCISD Police for canine searches.

Strategy's Expected Result/Impact: Police referrals

Staff Responsible for Monitoring: Administrator

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Strategy 9

Utilize video surveillance system to ensure the safety of the campus.

Strategy's Expected Result/Impact: Video evidence

Staff Responsible for Monitoring: Administrator

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Strategy 10

Promote Report It Reporting and Crime Stoppers through campus announcements, parent newsletters, and posted graphics in each classroom. Respond to all reports promptly and investigate all safe school reports.

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Strategy 11

Utilize vape detectors to prevent the use of vape devices at school. The devices will also be a deterrent and contribute to a safe, secure and drug free school environment. Students will be informed of the dangers of using vape devices and the potential discipline consequences.

Strategy's Expected Result/Impact: Deter the use of vape devices at school, inform students of the dangers of use of these devices.

Staff Responsible for Monitoring: Asst Principal

Funding Sources: Vape detector machine Title IV- 287,

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Strategy 12

WFHS will utilize an electronic hall pass system to ensure student safety and promote self-management.

Strategy's Expected Result/Impact: Deter loss of instructional time, help students time manage

Staff Responsible for Monitoring: Administrative team

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Performance Objective 2

West Fork HS will engage in proactive programs to respond to the changing social and emotional needs of the student body.

Strategy 1

Counselors will implement the guidance lessons to teach self-awareness, self management, social awareness, responsible decision making, and relationship skills that provides solutions for increased academic success, positive behavior, dropout prevention, violence prevention, and truancy reduction. Will present SEL lessons utilizing the Character Strong curriculum and campus created presentations.

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Strategy 2

Campus staff will participate in ongoing professional development to support instruction of SEL lessons delivered to students.

Staff Responsible for Monitoring: Counseling department, Administrators, Instructional Coach, Department Chair

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Strategy 3

Student leadership committee will serve as an advisory panel to campus administration. This allows for student voice to be heard and allows students opportunities to express concerns, self-advocate, and maintain a positive climate and culture.

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Strategy 4

Counseling, community, and support services will be provided to students with identified at-risk behaviors, including but not limited to: self-harm, abuse, and other mental health/social emotional issues as well as other student SEL and supports.

Strategy's Expected Result/Impact: Referral to school counselors, Care Team, Montgomery County Youth Services, Other community agencies

Staff Responsible for Monitoring: Counseling department

Funding Sources: At Risk Counselors State Compensatory Ed, , At Risk Counselors Local,

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Strategy 5

West Fork HS will participate in recommended emergency response training:

1. FEMA
2. Texas School Safety Threat Assessment
3. District training opportunities
4. Plan for student elopement

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Strategy 6

WFHS Counselors will provide a responsive service component through effective use of group counseling, consultation, and referral services to SCE eligible students to improve social/emotional skills and increase graduation rates for the At Risk population.

Strategy's Expected Result/Impact: Improve social/emotional skills and increase graduation rates for the At Risk population

Staff Responsible for Monitoring: Counselors

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Strategy 7

WFHS Counselors will work with students to build skills related to managing emotions, establishing, and maintaining positive relationships, and making responsible decisions.

Strategy's Expected Result/Impact: Improve social/emotional skills and increase graduation rates for the At Risk population

Staff Responsible for Monitoring: Counselors

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Strategy 8

WFHS Counselors will gather and analyze social/emotional data for individual SCE eligible students, identify potential barriers to graduation, and develop and implement intervention strategies to improve attendance and academic performance based off of the social/emotional data collected.

Staff Responsible for Monitoring: Counselors

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Goal 3

West Fork High School will provide resources to support current and future student-centered programs of the district while being responsible stewards of taxpayer funds.

Performance Objective 1

West Fork High School will ensure students obtain the appropriate amount of credits to keep them on grade level and remain on track to meet all state of Texas graduation requirements.

Strategy 1

Implement and expand opportunities for academic success and address high school completion rate by:

- a) Instructional best practices
- b) Targeted, pro-active academic success plans for student instruction based on identified student deficiencies
- c) Blended learning model with hands on and digital learning resources
- d) Data-informed lesson planning utilizing backward design

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Strategy 2

Continue to receive input from Student Advisory Committee related to school climate, culture, and student perceptions.

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Strategy 3

Counselors will provide students with guidance in choosing courses to ensure students are meeting state standards for graduation.

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Performance Objective 2

West Fork High School will maintain a 95% average attendance rate for students.

Strategy 1

Follow district wide attendance referral procedures that ensure enforcement of state-mandated attendance laws.

Strategy's Expected Result/Impact: Attendance records provided by attendance clerks

Staff Responsible for Monitoring: Administrators

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Strategy 2

Provide incentives for students with perfect attendance as well as student recognition during an awards program. Also follow district Final Exam Exemption policies linked to attendance.

Strategy's Expected Result/Impact: Certificate of Achievement verified through attendance data; Student recognition each grading period

Staff Responsible for Monitoring: Administrators

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Strategy 3

West Fork High School will follow the district attendance policy for awarding credit as outlined therein. Provide opportunities for students to complete make-up hours, as needed.

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Strategy 4

West Fork High School will monitor student attendance and work with parents/guardians on ways to improve student attendance.

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Performance Objective 3

West Fork High School will meet the standards of highly effective teachers by recruiting and retaining highly qualified staff.

Strategy 1

Participate in local and regional job fairs to recruit staff.

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Strategy 2

Provide mentors for new staff (including first year teachers) and conduct intentional check ins conducted by the Instructional Leadership team.

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Strategy 3

Provide relevant professional growth opportunities for all staff through collaborative team planning meetings, off campus professional learning opportunities, professional learning on the campus, and first year teacher meetings.

Funding Sources: Professional Development Title II- 255,

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Strategy 4

Provide campus leadership opportunities for all staff through collaborative teams, professional development, and service on committees.

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Strategy 5

Continue teacher recognition programs and teacher morale activities. The ILT will continue to reflect and adapt based on teacher feedback.

Strategy's Expected Result/Impact: Staff retention, positive campus climate

Staff Responsible for Monitoring: Sunshine Committee, ILT, Staff

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Strategy 6

Continue monthly professional development related to educator SEL.

Staff Responsible for Monitoring: Counseling department

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 7

Provide high-quality leadership and professional development, as identified through the needs assessment, for campus administrators and leadership teams. Professional development will be provided through established educational leadership providers, such as Jimmy Casas and Jim Knight, to strengthen leadership capacity and support continuous improvement.

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Performance Objective 4

West Fork High School will develop a Multi-Tiered Systems of Support team to establish proactive measures to respond to students' emotional well being, as well as behavioral and academic needs.

Strategy 1

Utilize the campus MTSS tier 1 team to establish and maintain consistent responses to student needs.

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Strategy 2

Provide mental health and wellness professional development to staff to improve student relationships.

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Strategy 3

Implement campus wide expectations for behavior in all settings. WFHS will implement a behavior matrix aligned with campus behavior expectations. Staff will utilize a behavior narrative flowchart to address minor discipline infractions.

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Strategy 4

Implement campus wide SEL curriculum.

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Goal 4

West Fork High School will provide opportunities for parents and community members to support student achievement.

Performance Objective 1

West Fork High School will provide multiple opportunities each semester for parents to come to campus to receive information, as well as contribute to and add input for future campus endeavors.

Strategy 1

West Fork High School will host an Open House event at the beginning of the school year to allow parents an opportunity to visit classrooms, meet teachers, and ask questions.

Formative Reviews

October

December

March

June

Strategy 2

West Fork High School will host Parent Information Nights and Lunch and Learn events for each graduating class on relevant topics for their individual students.

Formative Reviews

October

December

March

June

Strategy 3

West Fork High School will host multiple events to inform and engage parents regarding college and career readiness topics, such as College Fairs, FAFSA Nights, etc.

Formative Reviews

October

December

March

June

Strategy 4

West Fork High School will continually develop and utilize a Parent Advisory Committee to solicit input and feedback from parents on school policies, procedures, and processes, as well as future decisions regarding the campus.

Formative Reviews

October	December	March	June
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Performance Objective 2

West Fork High School will provide consistent and frequent written communication to increase engagement for all parents.

Strategy 1

West Fork High School will provide consistent and clear written communication to parents by utilizing the district-wide communication mediums of Parent Square and Skyward applications to keep parents informed of upcoming events.

Formative Reviews

October	December	March	June
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Strategy 2

West Fork High School will publish a monthly Parent Newsletter that will be delivered electronically to parents and will also be published in Spanish.

Formative Reviews

October	December	March	June
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Strategy 3

West Fork High School teachers will maintain consistent email communication with parents by drafting department-consistent communications a minimum of once every three weeks. These communications will also include individual student progress information.

Formative Reviews

October

December

March

June