

**Spring Independent School District**  
**Westfield High School**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** September 7, 2021  
**Public Presentation Date:** September 2, 2021

# Mission Statement

The Mission of Westfield High School is to create and maintain a safe and nurturing learning environment, through rigorous and relevant instructional practices, that ensures that every member of the school community benefits from a high level of student academic achievement.

# Vision

The vision of Westfield High School is to prepare and equip all students with the necessary skills for their chosen Post-Secondary career, whether college or employment.

# Value Statement

We believe that all scholars can learn and will reach their full potential.

We believe that all scholars will benefit from rigorous, relevant, and engaging classroom instruction.

We believe that all scholars will obtain the skills and characteristics to become both college and career-ready.

## Mustangs Scholars

**M**ake the impossible possible

**U**phold the qualities of a high achieving scholar

**S**tand for what is right in everything we do

**T**ake time to listen and take action

**A**chieve their goals and set new goals

**N**ostalgia appreciates the past but achieves more than expected

**G**rows academically and emotionally every day

**S**et the standard and never lower the standard

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Westfield High School is the second oldest high school in Spring ISD, with its inception in 1981. It began as Spring High School South in 1972. The demographics and UIL division have changed over the years; however, currently, Westfield boasts a student population of 2,888 (48% Hispanic, 44% African American, 3% White, 3% Asian, 0% Pacific Islander), with a corresponding staff population of 226 (172 teachers, 28 paraprofessionals, 11 counselors, 4 support staff, 1 Librarian, and 10 administrators). Westfield High School has acquired many awards and recognition under the UIL 6A division. We currently service 381 (13%) SPED students, 803 (27%) ELL students, and 1,725 (83%) Economically Disadvantaged Students. In addition, 4% of our students (123) are identified as G/T, and 66% (1903) are identified as At-Risk. The staff at Westfield High School includes 172 teachers, 28 paraprofessionals, 11 counselors, 4 support staff, 1 Librarian, and 10 administrators.

When reviewing attendance and discipline rates, the campus noticed a trend in our discipline assignments. The data identified African American males receiving the most disciplinary assignments. The discipline assignments and suspensions had an impact on the attendance rates. This is an area for greater study, strategies, and resources.

Westfield High School strives to improve parental and community involvement yearly. Our Career and Technical Education Pathways are Agribusiness, Applied Agricultural Engineering, Architectural Design, Barbering, Business Management, Carpentry, Culinary Arts, Education, Engineering, Law Enforcement, Media-Tech, Pharmacy technician, Pre-Medical Studies, Psychology, and Counseling. We offer programs such as the Senior Drop-in, Open House, Grade-Level Orientations to inform parents of our scholars. We also host numerous events and opportunities for community members to participate: Booster Clubs, Parent Teacher Organizations, Fallbrook Church mentorship, and the Ministerial Alliance.

Ethnicity Totals	9th Grd Campus		Main Campus	
	633	%	2,255	%
1 - Hispanic/Latino	319	50.39%	1,076	47.71%
2 - American Indian/Alaska Native	7	1.10%	13	0.57%
3 - Asian	24	3.79%	89	3.94%
4 - Black/African American	261	41.23%	1010	44.78%
5 - Native Hawaiian /Other Pacific Islander	1	0.15%	1	0%
6 - White	21	3.31%	66	2.90%

### Special Pops

Total	9th Totals		Main Campus Totals	
	633	Percent	2,255	Percent
GT	20	3.15%	103	4.57%
At Risk	451	71.24%	1,452	64.39%
LEP	205	32.38%	598	26.51%

### Demographics Strengths

Westfield High School's success is determined by the students' and staff's drive, dedication, and success. Yearly, we are awarded grants to enhance our instructional programs. We received grants for CTE certification, and we participated in the grant given to the 21st Century program. Our CTE certification increased more than 100% from the 2019-2020 school year. Although we constantly work to improve our student attendance rate because of our 22% mobility rate, we maintained a 92% student attendance rate. Each grade level contains students that are academically and athletically recognized: Freshman 632, Sophomore 717, Juniors 617, and Seniors 711. Westfield had its first African American Male Validictorioan and Salutatorian in the same graduating class. Our students have placed Westfield on the map: The Big Red Band received an overall 1 at their UIL competition. Our Mustang track program had a female place 2nd at the Texas State Track Meet. Our Mustang Girl and Boys varsity basketball team repeated as District Champs. Our Mustangs Athletes have won regional, state, and national

awards, the UIL Academic has advanced to state and national level competitions, UIL Theater Arts advanced to the regional round of competition.

## Teacher data

Our staff also strives for excellence outside of the classroom. The staff is 40% (69.7) African American, 16% (28.9) Hispanic, 36.4% (62.7) White, and less than 10% for those that identify with other ethnicities. Of those percentages, 76.3% are male, and 95.7% are female staff members.

Their longevity and advanced degrees are detailed below:

Staff Degree 112 Bachelors 66% 49 Masters 28% 5.5 Doctorate 3%

## Teachers' Years of Service

1-5 years: Teachers 43% (74) 6-10 years: Teachers 15% (25) 11-20 years: Teachers 27% (46) 20+ years: Teachers 12% (22)

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** A continuing need for the campus is to focus to find ways to engage our students living greater than 1.5 miles from the campus to attend academic tutorials, join clubs and organizations, and campus events. **Root Cause:** The data suggests we have a decrease in our attendance amongst our students therefore they are not able to participate in various school events.

**Problem Statement 2 (Prioritized):** African American male students are assigned exclusionary discipline consequences at a higher rate than female students as shown in the discipline data report. **Root Cause:** The campus admin team determined the staff may need to consider restorative practices and other options to suspensions particularly for male students.

# Student Learning

## Student Learning Summary

Reviewing the campus data for 2020-2021 school year, the campus has identified a few trends. The pandemic had a major impact on the STAAR EOC data for the 2020-2021 school year. Westfield students shown a decline in the STAAR EOC data from previous years data. Westfield has had a numerous increase in ELs enrolled for 2021-2022 school year. A new and required area of focus this year will be literacy across content areas.

When reviewing attendance and discipline rates, the campus noticed a trend in our discipline assignments. The data identified African American males receiving the most disciplinary assignments. The discipline assignments and suspensions had an impact on the attendace rates. This is an area for greater study, strategies, and resources.

A new and required area of focus this year will be literacy across content areas.

### **Below are the Spring 2021 STAAR EOC Results**

#### **Algebra - N Tested (613)**

Did not pass (377) 62%

Approaches (236) 38%

Meets (57) 9%

Masters (16) 3%

#### **English I - N Tested (732)**

Did not pass (486) 66%

Approaches (246) 34%

Meets (122) 17%

Masters (8) 1%



## **English II - N Tested (752)**

Did not pass (426) 57%

Approaches (326) 43%

Meets (215) 29%

Masters (9) 1%

## **Biology - N Tested (657)**

Did not pass (295) 45%

Approaches (362) 55%

Meets (141) 21%

Masters (36) 5%

## **US History - N Tested (602)**

Did not pass (172) 29%

Approaches (430) 71%

Meets (255) 42%

Masters (117) 19%

## **Student Learning Strengths**

Prior to COVID 19, Westfield High School data was gradually increasing. Westfield High School has a population of committed teachers who want the best for our students. During 2020-2021 school year, the campus became a one to one technology campus. The campus teachers will continue use of the implementation of technology in the classroom this current school year. Teachers and staffs were trained on concurrent teaching and the different models in 2020-2021 school. By the end of the school year, students successfully adapted to blended learning in a global pandemic. The campus will adapt the different models to adjust to face to face learning.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Based on the STAAR 2020-2021 results, the campus did not adequately prepare all scholars to perform at or above grade level on EOC. **Root Cause:** The campus lacked the implementation of an effective PLC system to build teacher capacity in planning rigorous and TEKS aligned lessons, differentiated instruction, and incorporating multiple instructional strategies which would lead to student mastery.

**Problem Statement 2 (Prioritized):** The campus recognized that the achievement gap in Domain III has not been closed by specified targeted group. **Root Cause:** The campus has not ensured that all teachers have been trained to implement differentiated tier 1 instruction, second language acquisition strategies, vocabulary development and data analysis.

# School Processes & Programs

## School Processes & Programs Summary

During the 2021-2022 school year, Westfield High School will increase student achievement by implementing the Spring-Way systems, structures, and routines to improve curriculum delivery, instructional practices, and overall organization. We will continue to focus on improving Professional Learning Communities by using the Spring ISD DDAP Framework, Eduphoria, Rigor Readiness Protocol, Schoology, and Decision Ed by aligning instruction using and disaggregating data. Westfield High School is committed to focusing on high-quality initial instruction correlated to Texas Essential Knowledge and Skills, rigor, and engagement. We will utilize Schoology, Blackboard Communication Application, and Integrated Mobile App to strengthen parental communication in efforts to have a strong partnership with parents to increase student achievement.

Creating a culture and climate that is welcoming for all stakeholders all stakeholders.

1. Increase and improve communication with parents and business partners
2. Provide structure and support to foster a positive climate for students, teachers, staff, administrators, and parents.
3. Ensure that every stakeholders are welcoming.
4. Community circles will be used to foster a culture of high student achievement.

Demonstrating substantial increase in student achievement performance growth

1. Improve sustain and support academic student performance.
2. Improve and support student attendance.
3. Improve graduation rate.

Ensure a safe Creating a positive school culture and climate for all students and staff

1. Provide a safe environment for all staff and students.

2. Restorative circles use with students and teachers.
3. Provide campus intervention that targets bullying and harassment.

#### **School Processes & Programs Strengths**

Community pride and growing fine arts program

Booster clubs in organizations and programs

Increase community meetings

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** The campus attendance rate is lower than that of the district. **Root Cause:** The campus needed to implement an attendance incentive and intervention plan.

**Problem Statement 2 (Prioritized):** The campus needs to increase the rigor and number of students, including those identified as GT, placed in Advance Academic classes in order to prepare students for college and career expectations. **Root Cause:** The campus did not implement an effective system to fully monitor student progress in Advance Academic courses, Dual Credit/AP courses, and CTE certifications to prepare scholars for the transition from high school to college or career, particularly "at risk" students and first generation college students.

# Perceptions

## Perceptions Summary

Westfield High School does not have a strong social media presence. There is limited information that families enrolled at Westfield High School receive in the form of Mason's Message. We plan to broaden our outreach in the upcoming year. The Westfield High school campus plans on connecting with alumni, creating a unified and supportive front with our feeder campuses, and increasing student voice for the 2021-2022 school year.

We held a few townhalls in the 2020-2021 school year, but there wasn't a great turn-out. Using social media, we will be able to reach more families and encourage a better turn-out. We will have an opportunity to plan more engagement with families in the upcoming year by communicating using various methods. Families/students are able to navigate digital formats as an opportunity for connecting when they are unable to attend an in-person event.

We are strategic in determining schedules, as we based teaching assignments on the needs of students and meeting the HB4545 requirements.

## Perceptions Strengths

Our campus for the 2020-2021 school year utilized a concurrent learning model. Face-to-face instruction will occur in the fall for all scholars.

We will employ a marketing strategy to share via social media newly hired staff for our community to see the quality teachers/staff that were recruited to our campus, classroom instruction, and upcoming campus events. This will help generate a renewed media presence for the campus. Community members will now have insight into the campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The Parent Quality Survey showed parents desired various forms of communication. **Root Cause:** The campus has not effectively diversified communication with the community.

# Priority Problem Statements

**Problem Statement 1:** Based on the STAAR 2020-2021 results, the campus did not adequately prepare all scholars to perform at or above grade level on EOC.

**Root Cause 1:** The campus lacked the implementation of an effective PLC system to build teacher capacity in planning rigorous and TEKS aligned lessons, differentiated instruction, and incorporating multiple instructional strategies which would lead to student mastery.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** The campus recognized that the achievement gap in Domain III has not been closed by specified targeted group.

**Root Cause 2:** The campus has not ensured that all teachers have been trained to implement differentiated tier 1 instruction, second language acquisition strategies, vocabulary development and data analysis.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The Parent Quality Survey showed parents desired various forms of communication.

**Root Cause 3:** The campus has not effectively diversified communication with the community.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** The campus attendance rate is lower than that of the district.

**Root Cause 4:** The campus needed to implement an attendance incentive and intervention plan.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** A continuing need for the campus is to focus to find ways to engage our students living greater than 1.5 miles from the campus to attend academic tutorials, join clubs and organizations, and campus events.

**Root Cause 5:** The data suggests we have a decrease in our attendance amongst our students therefore they are not able to participate in various school events.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** African American male students are assigned exclusionary discipline consequences at a higher rate than female students as shown in the discipline data report.

**Root Cause 6:** The campus admin team determined the staff may need to consider restorative practices and other options to suspensions particularly for male students.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** The campus needs to increase the rigor and number of students, including those identified as GT, placed in Advance Academic classes in order to prepare students for college and career expectations.

**Root Cause 7:** The campus did not implement an effective system to fully monitor student progress in Advance Academic courses, Dual Credit/AP courses, and CTE certifications to prepare scholars for the transition from high school to college or career, particularly "at risk" students and first generation college students.

**Problem Statement 7 Areas: School Processes & Programs**

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

## Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data



**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Study of best practices

# Goals

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students





**Performance Objective 1:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR EOC English II assessment. Additionally, by June 2022, 40% of GT students will reach the Master's level on the Spring 2022 STAAR EOC English II assessment. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Spring 2022 STAAR End of Course, BOY MOY EOY, Benchmark, and campus-based assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will complete a book study using Note and Notice and 100% implementation during the 2021-22 school year. Notice and Note will be used in conjunction with the English II textbook to help scholars with annotation and comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> This will be the beginning of a consistent method for students to read and annotate texts in the English classroom. This will result students in being more engaged in their reading and develop comprehension skills, analytical skills, and making inferences.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Team Leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> SIOP Training - 199 State Bilingual/ESL (PIC 25, 35) - \$2,000, Enrichment - 199 State SCE - State Compensatory Education (PIC - \$3,000, Materials - 199 General Fund - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of ELA II teachers will implement the usage of the "Twix" graphic organizer to teach students how to write expository essays for EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> This will develop consistency across the content area when it comes to EOC expository writing. Students will have a foundational way to brainstorm using this graphic organizer to help them generate ideas for their expository essay.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Team Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> SIOP - 199 State Bilingual/ESL (PIC 25, 35) - 1450, Resource Material - 199 General Fund - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of the ELA PLC team will be trained on the SpringWay PLC protocol of Learning, Planning, and Practice to deliver lessons that are rigorous, relevant, and engaging to improve student mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> The ELA PLC team will participate in the SpringWay PLC protocol, plan TEKS aligned lessons and conduct lesson delivery practice and feedback to peers to improve student achievement performance on district (BOY, MOY, EOY assessments) and state assessments (End of Course Assessment).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Team Leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> SIOP - 199 State Bilingual/ESL (PIC 25, 35) - \$1,450, Team Building Activities - 199 General Fund - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Data analysis will be performed using the SpringWay Data Driven Action Plan Protocol to analyze student academic data and to strengthen initial instruction, remediations, and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> The ELA PLC team will focus on best instructional practices to improve students learning outcomes and to identify specific students needs and strengths to increase student achievement as measured by the End of Course Exam.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Team Leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Principal and APs will focus on selected core areas and perform frequent walk-throughs in ENG II classrooms to monitor instruction and planning. Principals and APs will also consistently attend PLCs to help monitor data disaggregation, unit planning and acceleration planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus walk feedback to teachers will improve and refine practices to evaluate, teach, and reteach as needed to work toward student meeting grade level standard.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Team Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> AP Training - 199 State SCE - State Compensatory Education (PIC - \$2,000)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Based on the STAAR 2020-2021 results, the campus did not adequately prepare all scholars to perform at or above grade level on EOC. <b>Root Cause:</b> The campus lacked the implementation of an effective PLC system to build teacher capacity in planning rigorous and TEKS aligned lessons, differentiated instruction, and incorporating multiple instructional strategies which would lead to student mastery.</p>
<p><b>Problem Statement 2:</b> The campus recognized that the achievement gap in Domain III has not been closed by specified targeted group. <b>Root Cause:</b> The campus has not ensured that all teachers have been trained to implement differentiated tier 1 instruction, second language acquisition strategies, vocabulary development and data analysis.</p>

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students





**Performance Objective 2:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR EOC Algebra I assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR EOC Algebra I assessment. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Spring 2022 STAAR End of Course, BOY MOY EOY, Benchmark, and campus-based assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will teach students vocabulary strategies using the literacy strategies Talk Read Talk Write, Habits of Discussions, and Marzano's 6 Steps to better understand the word problems and how to make connections to the strategies needed to solve the problems.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know the vocabulary words and the mathematical language of word problems and the process required to solve the problems resulting in increased scores on the EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Specialist Support staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Enrichment - 199 State SCE - State Compensatory Education (PIC - \$2,000, SIOP Training - 199 State Bilingual/ESL (PIC 25, 35) - \$500, KAMI Resource - 199 State SCE - State Compensatory Education (PIC - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will engage students in the problem-solving process to analyze problems using algebraic reasoning and problem-solving strategies to develop a deeper understanding of the procedural and logical processes used to solve algebra problems.</p> <p><b>Strategy's Expected Result/Impact:</b> The Algebra I PLC team will focus on problem-solving strategies to improve students' understanding, increase students' achievement performance and develop procedural flexibility on the campus, district, and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Math Specialist Department Chair Support Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> SIOP Strategies - 199 State Bilingual/ESL (PIC 25, 35) - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of the Algebra I PLC team will be trained on the SpringWay PLC protocol of Learning, Planning, Practice, and Backward Designs to deliver lessons that are rigorous, relevant, and engaging to improve student mastery and differentiate for GT, SPED, and EL populations.</p> <p><b>Strategy's Expected Result/Impact:</b> The Algebra I PLC team will participate in the SpringWay PLC protocol, plan TEKS aligned lessons and conduct lesson delivery practice and feedback to peers to improve student achievement performance on district (BOY, MOY, EOY assessments) and state assessments (End of Course Assessment).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Team Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Data analysis will be performed using the SpringWay Data Driven Action Plan Protocol to analyze and disaggregate student academic data to strengthen initial instruction, remediations, and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> The Algebra I PLC team will focus on best instructional practices to improve students learning outcomes and to identify specific students needs and strengths to increase student achievement as measured by the End of Course Exam.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Math Specialist Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Principal and APs will focus on selected core areas and perform frequent walk-throughs to monitor instruction and planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will implement the coaching/feedback model to improve and refine instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Math Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Based on the STAAR 2020-2021 results, the campus did not adequately prepare all scholars to perform at or above grade level on EOC. <b>Root Cause:</b> The campus lacked the implementation of an effective PLC system to build teacher capacity in planning rigorous and TEKS aligned lessons, differentiated instruction, and incorporating multiple instructional strategies which would lead to student mastery.</p>
<p><b>Problem Statement 2:</b> The campus recognized that the achievement gap in Domain III has not been closed by specified targeted group. <b>Root Cause:</b> The campus has not ensured that all teachers have been trained to implement differentiated tier 1 instruction, second language acquisition strategies, vocabulary development and data analysis.</p>

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 3:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR EOC Biology assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR EOC Biology assessment. By June 2022, the achievement gap between student groups will decrease.





**Targeted or ESF High Priority**

**Evaluation Data Sources:** Spring 2022 STAAR End of Course, BOY MOY EOY, Benchmark, and campus-based assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The teachers will use vocabulary strategies using the literacy strategies Talk Read Talk Write, Habits of Discussions, and Marzano's 6 Steps to teach prefixes and suffixes as well as context clues to expose students to unfamiliar vocabulary words.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become more familiar with biology terms to improve their vocabulary and as a result an increase in EOC results.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> SIOP Training - 199 State Bilingual/ESL (PIC 25, 35) - \$1,000, Enrichment - 199 State SCE - State Compensatory Education (PIC - \$1,500</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will teach students to create graphic representations, models, mental pictures in kinesthetic (hands-on) lab activities in order to assimilate knowledge.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show improvement in student achievement performance on district (BOY, MOY, EOY assessments) and state assessments (End of Course Assessment).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Content Specialists Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> SIOP Training - 199 State Bilingual/ESL (PIC 25, 35) - \$1,000, Enrichment Resources - 199 State SCE - State Compensatory Education (PIC - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of the Biology PLC team will be trained on the SpringWay PLC protocol of Learning, Planning, Practice, and Backward Designs to deliver lessons that are rigorous, relevant, and engaging to improve student mastery and differentiate for GT, SPED, and EL populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Results/Impact: The Biology PLC team will participate in the SpringWay PLC protocol, plan TEKS aligned lessons and conduct lesson delivery practice and feedback to peers to improve student achievement performance on district (BOY, MOY, EOY assessments) and state assessments (End of Course Assessment).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Science Specialist Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> SIOP Training - 199 State Bilingual/ESL (PIC 25, 35) - \$1,000, Enrichment - 199 State SCE - State Compensatory Education (PIC - \$1,500)</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Data analysis will be performed using the SpringWay Data Driven Action Plan Protocol to analyze and disaggregate student academic data to strengthen initial instruction, remediations, and enrichment</p> <p><b>Strategy's Expected Result/Impact:</b> The Biology PLC team will focus on best instructional practices to improve students learning outcomes and to identify specific students needs and strengths to increase student achievement as measured by the End of Course Exam.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teacher Leaders Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> LAB Material - 199 State SCE - State Compensatory Education (PIC - \$2,000)</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Principal and APs will focus on selected core areas and perform frequent walk-throughs to monitor instruction and planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will implement the coaching/feedback model to improve and refine instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teacher Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on the STAAR 2020-2021 results, the campus did not adequately prepare all scholars to perform at or above grade level on EOC. <b>Root Cause:</b> The campus lacked the implementation of an effective PLC system to build teacher capacity in planning rigorous and TEKS aligned lessons, differentiated instruction, and incorporating multiple instructional strategies which would lead to student mastery.</p> <p><b>Problem Statement 2:</b> The campus recognized that the achievement gap in Domain III has not been closed by specified targeted group. <b>Root Cause:</b> The campus has not ensured that all teachers have been trained to implement differentiated tier 1 instruction, second language acquisition strategies, vocabulary development and data analysis.</p>





**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 4:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR EOC US History assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR EOC US History assessment. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Spring 2022 STAAR End of Course, BOY MOY EOY, Benchmark, and campus-based assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of the US History PLC team will be trained on the SpringWay PLC protocol of Learning, Planning, and Practice to deliver lessons that are rigorous, relevant, and engaging to improve student mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> The USH PLC team will participate in the SpringWay PLC protocol, plan TEKS aligned lessons and conduct lesson delivery practice and feedback to peers to improve student achievement performance on district (BOY, MOY, EOY assessments) and state assessments (End of Course Assessment).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Specialists Department Chair Support Staff</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Tutorials - 199 State SCE - State Compensatory Education (PIC - \$1,500, SIOP Training - 199 State Bilingual/ESL (PIC 25, 35) - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data analysis will be performed using the SpringWay Data Driven Action Plan Protocol to analyze student academic data and to strengthen initial instruction, remediations, and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> The USH PLC team will focus on best instructional practices to improve students learning outcomes and to identify specific students needs and strengths to increase student achievement as measured by the End of Course Exam.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Team Leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The teachers will use vocabulary strategies using the literacy strategies Talk Read, Talk Write, Habits of Discussions, and Marzano's 6 Steps to teach prefixes and suffixes as well as context clues to expose students to unfamiliar vocabulary words.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become more familiar with history terms to improve their vocabulary and as a result increase EOC results.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Team Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Training Material - 199 State SCE - State Compensatory Education (PIC - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The teachers will be trained by the district's Social Studies curriculum department in order to learn how to make history lessons more engaging utilizing multiple modalities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more engaged and learn how to interact with historical concepts from multiple perspectives. SIOP</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Team Leaders</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 199 State Bilingual/ESL (PIC 25, 35) - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Principal and APs will focus on selected core areas and perform frequent walk-throughs to monitor instruction and planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will implement the coaching/feedback model to improve and refine instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Team Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 4 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Based on the STAAR 2020-2021 results, the campus did not adequately prepare all scholars to perform at or above grade level on EOC. **Root Cause:** The campus lacked the implementation of an effective PLC system to build teacher capacity in planning rigorous and TEKS aligned lessons, differentiated instruction, and incorporating multiple instructional strategies which would lead to student mastery.





**Problem Statement 2:** The campus recognized that the achievement gap in Domain III has not been closed by specified targeted group. **Root Cause:** The campus has not ensured that all teachers have been trained to implement differentiated tier 1 instruction, second language acquisition strategies, vocabulary development and data analysis.

**Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students**

**Performance Objective 5:** By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Frequency attendance audits,  
E-school and On data suite attendance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The school staff will use various media including but not limited to Blackboard Connect and truancy letters to inform parents of students with 3 or more absences within a 4 week period.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance by 1.5% based upon the 2019 school year final total</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team Attendance Clerks Attendance Committee</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School staff will monitor absences weekly by reviewing student attendance by period as well as overall attendance percentages and implement appropriate interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance by 1.5% based upon the 2019 school year final total</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Attendance Clerks Registrar Academic Completion Specialist Truancy Officer</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 5 Problem Statements:**

## School Processes & Programs

**Problem Statement 1:** The campus attendance rate is lower than that of the district. **Root Cause:** The campus needed to implement an attendance incentive and intervention plan.

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 6:** By June 2022, students identified as College, Career, and Military Ready (CCMR) will increase by 2% for all students and each student population represented at the campus. (9th grade strategies and success measures should be related to achievement of this outcome at the HS)

**Targeted or ESF High Priority**





**HB3 Goal**

**Evaluation Data Sources:** Naviance Pathway Report  
 Number of students graduating with an endorsement  
 Military Enlistment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> As a result of the utilization of 9th grade PSAT scores and TSI scores, students will be identified that have demonstrated the ability to be successful in Dual Credit college courses for their 10th grade school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselors will enroll all qualified 9th grade students in dual credit and AP courses for 10th grade school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                      Counselors                      College and Career Counselor, CTE Counselor, and CTE Academy Specialist</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be offered AP World History and AP Spanish starting their sophomore year.</p> <p><b>Strategy's Expected Result/Impact:</b> An increased numbers of students enrolled in AP World History and AP Spanish will attend and pass the AP exam.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                      Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to provide increased number of rigorous courses (AP/Pre-AP/Dual Credit) to increase challenging opportunities for both GT students and general education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students meet with counselors to ensure student course enrollment in AP and Dual Credit courses and attend College and Career events sponsored by the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors AP Coordinator</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 6 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> The campus needs to increase the rigor and number of students, including those identified as GT, placed in Advance Academic classes in order to prepare students for college and career expectations. <b>Root Cause:</b> The campus did not implement an effective system to fully monitor student progress in Advance Academic courses, Dual Credit/AP courses, and CTE certifications to prepare scholars for the transition from high school to college or career, particularly "at risk" students and first generation college students.</p>
Perceptions
<p><b>Problem Statement 1:</b> The Parent Quality Survey showed parents desired various forms of communication. <b>Root Cause:</b> The campus has not effectively diversified communication with the community.</p>





**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 7:** By June 2022, there will be a 0.5 PPT growth in 4-year graduation rate. (9th grade strategies and success measures should be related to achievement of this outcome at the HS).

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** State Accountability Ratings, Attendance Records, TAPR, Student Cohort Data Tracker, CCMR Data Tracker, On-Data Suite Graduation Tracker

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselors will audit transcripts at the end of each semester to determine courses students still need.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be on target to completing their endorsements and graduating with their cohorts.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 7 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 2:</b> The campus needs to increase the rigor and number of students, including those identified as GT, placed in Advance Academic classes in order to prepare students for college and career expectations. <b>Root Cause:</b> The campus did not implement an effective system to fully monitor student progress in Advance Academic courses, Dual Credit/AP courses, and CTE certifications to prepare scholars for the transition from high school to college or career, particularly "at risk" students and first generation college students.</p>

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2022, at least 52% of CTE students graduate with an endorsement and 30% graduate with a certification. (9th grade strategies and success measures should be related to achievement of this outcome at the HS).

**Targeted or ESF High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus staff and CTE department will work to educate students and parents on the benefits of certifications during the grade level parent town hall meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> By the time students leave 9th grade, students will be well informed and knowledgeable of the certification they can receive in their chosen pathway. The number of students earning an industry certification will be at least 52% of CTE students graduating with an endorsements and 30% graduating with a certification.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Administrator CTE Counselor CTE Academy Specialist</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                Accomplished                Continue/Modify                Discontinue         </p>				

**Performance Objective 8 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> The campus needs to increase the rigor and number of students, including those identified as GT, placed in Advance Academic classes in order to prepare students for college and career expectations. <b>Root Cause:</b> The campus did not implement an effective system to fully monitor student progress in Advance Academic courses, Dual Credit/AP courses, and CTE certifications to prepare scholars for the transition from high school to college or career, particularly "at risk" students and first generation college students.</p>

**Goal 2: EQUITY-Remove unacceptable barriers to student and staff success**





**Performance Objective 1:** By June 2022, achievement gaps between student groups will be decreased.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP Testing, Benchmarks, STAAR End Of Course

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will be trained on how to implement instructional strategies that utilize multiple modalities. Professional development will include SIOP, appropriate accommodation and modification training and blended learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will benefit from differentiated lessons that are appropriate to the various learning styles and needs represented on the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Team Leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review and analyze all campus data to identify learner needs (academic, social, and emotional) and provide appropriate acceleration and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> - Data analysis protocols - Professional Learning Community data - Successful learner academic achievement - Healthy learner social-emotional skills</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team Associate Principal for Instruction Instructional Specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide resources and training to campus educators in supporting all learners through Professional Learning Communities (PLCs) and Response to Intervention process (RTI).</p> <p><b>Strategy's Expected Result/Impact:</b> Educators will use data to design targeted instruction for all learners. Educators will identify learners that meet the criteria for additional, targeted intervention. The RTI process will be a fluid process that is timely and targeted. Educators will use campus protocols to address the four critical questions of professional learning communities. Campus will collaboratively develop professional learning aligned to campus needs and goals.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team Associate Principal for Instruction Instructional Specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide resources and training to campus educators in supporting, providing and monitoring appropriate acceleration and enrichment for English Learners, Special Education, Economically Disadvantaged and GT.</p> <p><b>Strategy's Expected Result/Impact:</b> -Strategies to support learners in an accelerated, rigorous online environment - Increased academic achievement and growth for specific learner groups</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team Associate Principal for Instruction Instructional Specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> The campus recognized that the achievement gap in Domain III has not been closed by specified targeted group. <b>Root Cause:</b> The campus has not ensured that all teachers have been trained to implement differentiated tier 1 instruction, second language acquisition strategies, vocabulary development and data analysis.</p>

**Goal 2: EQUITY-Remove unacceptable barriers to student and staff success**

**Performance Objective 2:** By June 2022, there will be at least a 10% decrease in discipline referrals for African American students, students served in Special Education, and males particularly for students who belong to more than one of these student groups.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Discipline Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Raise awareness of the staff about the issue of inequity regarding the discipline of certain subgroups and monitor the number of subjective discipline referrals that are generated campus wide.</p> <p><b>Strategy's Expected Result/Impact:</b> At minimal level a 10% reduction in the number of referrals for subjective infractions affecting the identified student subgroup. For the 2021-22 school year, RDA out of placement disciplinary actions will not exceed the 5% threshold.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Campus Behavior Coordinator</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will utilize the restorative practices and SISD District Code of Conduct to determine the discipline decisions</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will decrease by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Campus Behavior Coordinator Counselors Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will use restorative practices to build student relationships, encourage positive character development, and promote appropriate student behavior with decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will decrease by 10%.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** Administrators  
 Campus Behavior Coordinator  
 Counselors  
 Teachers  
**Problem Statements:** Demographics 2

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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**





**Problem Statement 2:** African American male students are assigned exclusionary discipline consequences at a higher rate than female students as shown in the discipline data report. **Root Cause:** The campus admin team determined the staff may need to consider restorative practices and other options to suspensions particularly for male students.

**Goal 3: ENGAGEMENT**-Empower family and student voices in support of positive student outcomes

**Performance Objective 1:** By June 2022, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Spring ISD Engagement Survey, Newsletter, Blackboard Communication

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will conduct Parent Town Hall meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Communicating with parents, community, and stakeholders will result in parents understanding of the upcoming events, ongoing activities, and to be more involved with the campus and students' academic endeavors.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Parent Resources - 199 State Bilingual/ESL (PIC 25, 35) - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will send parents a newsletter with important information and dates.</p> <p><b>Strategy's Expected Result/Impact:</b> Communicating with parents, community, and stakeholders will result in parents understanding of the upcoming events, ongoing activities, and to be more involved with the campus and students' academic endeavors.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Community Resources - 199 General Fund - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> The Parent Quality Survey showed parents desired various forms of communication. <b>Root Cause:</b> The campus has not effectively diversified communication with the community.</p>



**Goal 4: WELL-BEING-**Ensure all schools are welcoming, safe environments where social and emotional needs are met





**Performance Objective 1:** By June 2022, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Sign-In Sheets (participants)  
Agendas  
Impact data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will mentor at-risk students regarding their social-emotional learning and track student academic progress through an organized mentoring program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have one trusted adult on campus to communicate any issues or concerns and to assist with advocating for the student and monitoring academic progress.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Resource Room - 199 State SCE - State Compensatory Education (PIC - \$2,000)</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Development will be provided throughout the school year with a focus on SEL strategies to be utilized building wide to assist students and staff with re-acclimating to in-person learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will be equipped with coping strategies to ensure positive outcomes when faced with challenges and adversity.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Instructional Leaders</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> SEL Resources - 199 State SCE - State Compensatory Education (PIC - \$2,500)</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus staff will ensure 100% implementation of 7 Mindset which promotes self-awareness, self management, social awareness, relationship skills, and responsible decision making strategies with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will be equipped with skills to assist with managing emotions and achieving personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> 7 Mindset Resources - 199 General Fund - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> A continuing need for the campus is to focus to find ways to engage our students living greater than 1.5 miles from the campus to attend academic tutorials, join clubs and organizations, and campus events. <b>Root Cause:</b> The data suggests we have a decrease in our attendance amongst our students therefore they are not able to participate in varies school events.</p>
Student Learning
<p><b>Problem Statement 2:</b> The campus recognized that the achievement gap in Domain III has not been closed by specified targeted group. <b>Root Cause:</b> The campus has not ensured that all teachers have been trained to implement differentiated tier 1 instruction, second language acquisition strategies, vocabulary development and data analysis.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> The campus needs to increase the rigor and number of students, including those identified as GT, placed in Advance Academic classes in order to prepare students for college and career expectations. <b>Root Cause:</b> The campus did not implement an effective system to fully monitor student progress in Advance Academic courses, Dual Credit/AP courses, and CTE certifications to prepare scholars for the transition from high school to college or career, particularly "at risk" students and first generation college students.</p>

# State Compensatory

## Personnel for Westfield High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Williams	Academic Success Specialist		
Avin Jordan	Student Support Specialist		
George Wood	Instructional Specialist		
Jarvis Daughrity	Student Success Specialist		
Kendrah Wren	Math Interventionist		
Nyjah Johnson	ELA Interventionist		
Rushonda Cropper	Math Coach		
Sandra Frame	At Risk Counselor		

# Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials		\$500.00
1	1	2	Resource Material		\$500.00
1	1	3	Team Building Activities		\$1,000.00
3	1	2	Community Resources		\$500.00
4	1	3	7 Mindset Resources		\$500.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$0.00
199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Enrichment		\$3,000.00
1	1	5	AP Training		\$2,000.00
1	2	1	Enrichment		\$2,000.00
1	2	1	KAMI Resource		\$1,000.00
1	3	1	Enrichment		\$1,500.00
1	3	2	Enrichment Resources		\$1,000.00
1	3	3	Enrichment		\$1,500.00
1	3	4	LAB Material		\$2,000.00
1	4	1	Tutorials		\$1,500.00
1	4	3	Training Material		\$1,000.00
4	1	1	Resource Room		\$2,000.00
4	1	2	SEL Resources		\$2,500.00
<b>Sub-Total</b>					\$21,000.00
<b>Budgeted Fund Source Amount</b>					\$21,000.00
<b>+/- Difference</b>					\$0.00

**199 State Bilingual/ESL (PIC 25, 35)**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	SIOP Training		\$2,000.00
1	1	2	SIOP	1450	\$0.00
1	1	3	SIOP		\$1,450.00
1	2	1	SIOP Training		\$500.00
1	2	2	SIOP Strategies		\$5,000.00
1	3	1	SIOP Training		\$1,000.00
1	3	2	SIOP Training		\$1,000.00
1	3	3	SIOP Training		\$1,000.00
1	4	1	SIOP Training		\$1,000.00
1	4	4			\$3,000.00
3	1	1	Parent Resources		\$1,000.00
<b>Sub-Total</b>					\$16,950.00
<b>Budgeted Fund Source Amount</b>					\$16,950.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$40,950.00

# Addendums