

Houston Independent School District
018 Wheatley High School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Based upon data, our priority needs are to increase in all areas of achievement by 11%, increase 10% in growth points earned in ELA and Math, and improve the language proficiencies of our English Language Learners by showing evidence in meeting the TELPAS Target of 42%. As it relates to CCMR (College, Career, and Military Readiness), we are doing well in career readiness by significantly improving the #s of our scholars receiving industry-based certifications through the many Career PATHways we offer here Phillis Wheatley and with our partner, Barbara Jordan High School. (Information Technology, Auto Tech, Culinary Arts, Welding, Health and Medical Services, and others) However, we must continue to improve in college readiness. Despite doing well in their classes, many of our scholars did not score well on TSI, SAT, ACT or Advanced Placement TEsts. Thus, we must increase the rigor in our classrooms by building the capacity and efficacy of our teachers so that they will prepare our scholars for these college entry exams. We will do this primarily by utilizing our PLCs for collaborative planning. Thus, we will work closely with our teacher development specialists and coaches to plan to develop the strongest lessons. This will enable backward design planning, which will help align and strengthen lessons taught in the classroom. Instructional support personnel will be consistent with using data in PLCs in an ongoing manner for corrective instruction action planning.

Additionally, we must better serve our English Language Learners to acquire the language and grow in their proficiency. We will improve this by incorporating the English Language Proficiency Standards into literacy routines and implementing Seidlitz best practices. Finally, to improve our instruction serving our Special Education scholars, we are intentional this year in inclusion teachers collaborating with cooperating teachers to better differentiate instruction based on scholars' needs. As a result, we will see true team teaching in the room. Also, designated supports are being used a the beginning of the year, so scholars will be able to take full advantage of these resources to help them be successful. As an instructional leadership team, we will conduct walkthroughs and observations to ensure these lessons' effective execution and delivery.

Demographics

Demographics Summary

Houston ISD serves over two hundred thousand students with an ethnic distribution of 25% African American, 62% Hispanic, 9% white, and 6% other. Although located in one of the largest cities in the United States, Houston ISD has an Economically Disadvantaged rate of 80%, and 65% of our students are At-Risk. With 62% of our students being Hispanic, 32% of the total population of students are English Language Learners (ELs). Phillis Wheatley High School has been serving Houston and the Historic Fifth Ward community since 1928. One of Houston's first schools, the campus opened a new building in 2005. Located in the Northeast area of Houston, Wheatley High School is in an urban setting with a rich history and longstanding traditions. It is the cornerstone of Fifth Ward and Denver Harbor communities. Wheatley HS is a comprehensive high school committed to preparing scholars for college, career, or military. It provides dual credit and advanced placement classes, career technical education courses that offer industry-based certificates, and fine arts and athletics to serve the whole child. Wheatley High School serves a diverse student population of approximately 756 scholars: 49% African American, 51% Hispanic/Latino. We have an international population that serves scholars born in Africa, Central and South America. Economically Disadvantaged 94%; Special Education population is 19%; ESL population of 16%; GT at 3%; Mobility Rate at 30%, and Attendance Rate at 89%. Wheatley High School has a total of 96 faculty and staff. We have 45 teachers of record, seven inclusion teachers, five self-contained teachers, and one Dual Credit teachers from HCC. We have five tier-two leaders, six tier-three leaders, and three counselors. The 45 teachers consist of six math, six science, nine English, seven social studies, eight CATE, and seven elective teachers on our campus. We currently have 52% of our teachers with 6+ years of teaching experience and over 25% with a Masters degree or higher.

Demographics Strengths

Despite receiving an F rating in the 2018-2019 school year, Phillis Wheatley had some great gains compared to the prior school year. In Domain 1, Wheatley improved +7 points from 50-57. In Domain 2, there was a 6-point improvement from 62 to 68. In Domain 3, Wheatley improved 20 points from 30 to 50. Wheatley's overall score was 63 (D), but was given the score of 59 (F) because 3 of the 4 domain scores were less than 60 (Domain 1, Domain 2B, Domain 3). Specifically, looking at 2020-2021 academic achievement in English, Wheatley showed significant growth in this area. English I had a gain of 11 points in Approaches (35%), +6 in Meets (18%), and +1 in Masters (1%). In English II, -1 regression in approaches (24%), +5 change in Meets (23%), and +1 in Masters (1%). Additionally, Wheatley is maintaining high levels of achievement in U.S. History with Approaches (74%), Meets (43%), and Masters (14%). For the 2018 rating, 13 percent of the 2016-2017 graduates met the CCMR criteria. For 2019, 26 percent of 2017-2018 graduates met the criteria. Preliminary data shows that at least 50% of the 2018-2019 graduates met the CCMR criteria, doubling our number from the prior year.

Wheatley HS Spring STAAR - Percentages								
	Spring 2021				Spring 2019			
	# Tested	% Approaches	% Meets	% Masters	# Tested	% Approaches	% Meets	% Masters
Algebra1	153	54%	15%	4%	205	65%	36%	20%
Biology	178	52%	19%	2%	224	65%	31%	7%
English 1	186	35%	18%	2%	273	29%	12%	1%
English 2	141	34%	23%	1%	291	35%	18%	0%

US History	125	74%	43%	14%	193	80%	45%	13%
Total Tested	783				1186			

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Low number of scholars meeting the "Meets" and Masters levels on STAAR EOC Exams. **Root Cause:** Instruction has not been provided consistently that meets the rigor aligned to the assessed curriculum.

Student Learning

Student Learning Summary

Usage of Renaissance Universal Screening for Math and Reading and content bench marks for Social Studies and Science as diagnostics for BOY. Daily exit tickets, do now's, campus based common assessments, and Snapshots for formative assessments. District Level Assessment, MOCK STAAR and STAAR EOC's for summative assessments.

REN 360 BOY Data (9/10/21)

Ren 360 Math	#	%
total needed to test	302	
tested	127	42%

At or Above	17	6%
Intervention	37	12%
On Watch	11	4%
Urgent Intervention	62	21%

Ren 360 Math	#	%
total needed to test	549	
tested	180	33%

At or Above	11	2%
Intervention	34	6%
On Watch	13	2%
Urgent Intervention	122	22%

Texas Education Agency
2021 Accountability Ratings Overall Summary
WHEATLEY H S (101912018) - HOUSTON ISD
*** Confidential ***

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	27
College, Career and Military Readiness	71
Graduation Rate	75
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 96.0%)	49
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%

Growth Status	N/A
Graduation Status	83%
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	99%

Distinction Designations

Distinction designations were not awarded in 2021.

Of all of the student groups evaluated none of the student groups met at the academic achievement status targets. The only student group that was close to target was Special Ed. current at 15% of the targeted 19%. The African American sub-pop met at 24% of the 32% target. All other student groups missed the target by approximately 20 points below targets. Of all the student groups, Special Ed. former sub-pop had 0% met towards the target. Our student graduation rate is trending up from 73% in 2019 to 75% in 2020. Compared to the campus that is closes to us in type, size, grade span, and student demographics for Domain 1, STAAR performance was the same 27%. Our CCMR score was 71 (seven points above theri score). Our graduation rate is 75 (two points more than theirs). In domain 2, reltative performance our score was 49 (three points more than thiers). Domain 3, Closing the Gaps, our academic achievemnt was 0% and thiers was 13%. Our graduation status is 83% thiers is 73%. English Language Proficiency status is 100% for us and 0% for them. Our student success status is 0% and thiers is 11%. School Quality status is 100% for both. School participation rate for us is 99% and thiers is 74%. Percentage of students enrolled in AP/IB 3%, SAT 18%, and ACT 1%. Based on data students are faring well, of 180 graduates 71% met CCMR criteria.

Student Learning Strengths

ELA -

Math

What worked? Intervention strategies that worked.

- Identifying those students that failed and placed them in intervention classes together.
- Doing a TEKS analysis of the 2020 Spring STAAR EOC exam and focusing on the TEKS that the students didn't do well on.
- Intervention teacher was hired to focus solely on the STAAR Re-testers (M)
- Student Data Tracking used to determine effectiveness of intervention classes

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: MATH - For the past 3 years the percentage of students scoring meets or better in mathematics has improved from 11% four years ago, to 27% three years ago to 34% in the 2018-2019 school year. However, the 2020-2021 school year we digressed to 15% meets dropping 19%. Although there was an increase, these results still fall short of the numbers that we need to meet State expectations. **Root Cause:** The 20-21 school academic year provided teachers with the difficulties of a teaching balance of the virtual and face to face students. We have come across students in the virtual setting who lack the motivation to learn and have gone from a situation where the primary source for learning was in a classroom being moved to their home setting.

Problem of Practice 2: ELA- Processes and procedures executed such as "Flipped PLC", conferring with scholars, and completing the student work, lacked consistent implementation. **Root Cause:** During the 2020-2021 school year three ELA teachers resigned, so high turnover within department is a root cause.

School Processes & Programs

School Processes & Programs Summary

Our instructional programs and processes consist of many components. As a Comprehensive Needs campus, we facilitate effective Professional Learning Community (PLC) sessions two times a week for core contents. PLC focus is to support teachers in using data to drive instruction by identifying student academic needs and to collaboratively develop quality lesson plans. Leaders conduct observations to ensure quality Tier I instruction is being delivered. Targeted feedback and coaching is provided to teachers to ensure implementation of instructional best practices is occurring. Additionally, there is a concerted effort by both leaders and teachers to monitor student data and use said data to effectively track student progress. The campus DDIS provided a student data tracking document to be utilized by students to track their own formative and summative assessments. In creating a supportive campus environment, programs are extended to teachers such as career pathways for growth and development. Other programs implemented are Juvenile Justice Diversion, this is a component of our SEL (social emotional learning initiative), PBIS, My Brothers Keeper (MBK), IAT, RTI, and a new teacher coach to ensure that our teachers new to education and / or high school are supported. These programs and supports will create an excellent cultural environment to retain Highly Effective Qualified Teachers (HEQT) who will desire to remain on campus for the following year. In addition, by the end of the academic year the Leadership Team will engage in conversations with teachers requesting feedback as necessary to adjust and prepare for the 2022-2023 school year. The Leadership Team's capacity will be refined and will reflect expectations and or campus priorities for the upcoming year.

School Processes & Programs Strengths

ELA

In ELAR some of our strengths are conducting Flipped PLC's to enhance planning. Structured AT-Bats gives teachers the opportunity to model, practice, and collaborate. Tracking student data allows for intentional instruction to improve Tiered learning. Support from tutors. Small group instruction and scheduled interventions.

MATH

What are we doing now? Instructional strategies that worked.

- Close reading on math problems
- Imagine Math used as a support
- Interventions built into the classroom
- Identify those students that failed the STAAR EOC and place these students into classes that correlate to where they are going.
- Focus on the Readiness standards

- Incorporate small groups inside the classroom
- Review will be broken into TEKS and small groups will rotate around the room reviewing these TEKS.
- All math teachers have agreed to help with tutorials afterschool or on the weekends
- Re-tester teachers will have a SPED inclusion co-teacher that will assist on lesson delivery and small group instruction. This inclusion teacher will also pull out students that need special attention.
- Student Data tracking sheets were used to inform the students of their results and how they are performing on different TEKS

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Failure to achieve the campus attendance goal of 94%. **Root Cause:** Lack of close monitoring of attendance systems put in place such as adherence to ADA attendance protocols, Google logs to track parent calls. and completion of attendance contracts for students with 3+ absences.

Problem of Practice 2: Failure to consistently provide small group instruction based on data from formative assessments. **Root Cause:** Lack of planning for structured small group instruction and monitoring by leaders.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement

by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Board Goals





Board Goal 1: The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: At a minimum 49% of all first-time testers will score at the Approaches level or above, at a minimum 20% at the Meets level or above, and at a minimum 5% at the Masters level on the 2022 English Language Arts Reading End of Course (ELAR EOC).





Evaluation Data Sources: Beginning Of the Year (BOY) Renaissance , Snapshots, District Level Assessment (DLA), Intervention Data, Mock EOCs. Student Writing Samples.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure Tier 1 instruction is at the depth and complexity of the standard by integrating the at bats protocol during Professional Learning Communities (PLCs) inclusive of alignment feedback.</p> <p>Strategy's Expected Result/Impact: Teachers will backwards plan using data to make informed decisions about instruction and reteach opportunities. Teachers will create lesson plans inclusive of teacher moves, checks for understanding, and opportunities for student discourse and dialogue.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (ILT), Teacher Development Specialist (TDS), Data Driven Instructional Specialist (DDIS).</p> <p>Action Steps: 1. Teachers will unpack Texas Essential Knowledge and Skills (TEKS) standards using Lead4Ward strategies, routines, and resources. 2. Teachers/leaders will prepare and participate in At Bats during PLC. 3. Teachers/leaders will receive feedback on the demonstrated routine / lesson to ensure alignment, depth and complexity of instruction. 4. Leaders will observe teachers and provide feedback on the implementation of the lesson.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 2: At a minimum 42% of all re-testers will score at the Approaches level or above, at a minimum 22% at the Meets level or above, and





at a minimum 3% at the Masters level on the 2022 English Language Arts Reading End of Course (ELAR EOC).

Evaluation Data Sources: Beginning Of the Year (BOY) Renaissance , Snapshots, District Level Assessment (DLA), Intervention Data, Mock EOCs. Student Writing Samples.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Re-testers will receive intervention via the HB4545 block model. English teachers will service re-tester via small group instruction to support closing the gaps on high priority standards during the last 30 minutes of each period. Strategy's Expected Result/Impact: Teachers will be able to identify misconceptions and create scaffolds prior to lesson facilitation to assist re-testers who may struggle with the content. Teachers will create opportunities for re-testers to show mastery of content every 8-10 min. Staff Responsible for Monitoring: Instructional Leadership Team (ILT), Teacher Development Specialist (TDS), Data Driven Instructional Specialist (DDIS). Action Steps: 1. Re-tester Bootcamp will take place daily during the last 30 minutes of each class, which began week to of the school year. 2. Beginning November 3rd - December 3rd (except for November 27th due to Thanksgiving holiday) re-testers will be given an opportunity to participate in Saturday tutorials for three hours. 3. Re-testers will participate in an all-day Bootcamp during the week before December EOC administration.				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: At a minimum 36% of English Learners will score at the Approaches level or above, at a minimum 15% at the Meets level or above, and at a minimum 5% at the Masters level on the 2022 English Language Arts Reading End of Course (ELAR EOC).

Evaluation Data Sources: Beginning Of the Year (BOY) Renaissance , Snapshots, District Level Assessment (DLA), Intervention Data, Mock EOCs. Student Writing Samples.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers of English Learners (ELs) will analyze student writing products and give feedback. Strategy's Expected Result/Impact: Teacher feedback will support student growth in writing to the standards of the EOC. Staff Responsible for Monitoring: Instructional Leadership Team (ILT), Teacher Development Specialist (TDS), Data Driven Instructional Specialist (DDIS). Action Steps: 1. Teachers will identify English Learners. in classes. 2. Teachers will provide individualized written feedback on student writing samples. 3. Teachers will assign students needing additional support to tutors during class (small group instruction) and interventions.				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH - Algebra 1 will improve overall student performance: at 80% Approaches Level, 46% Meets Level, 28% Masters Level and 70% Algebra 1 Re-testers at Approaches Level.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Increase the amount of growth points we receive for domain 2 of accountability by 11%

Evaluation Data Sources: Evaluation of this goal will be assessed based on the STAAR accountability results from students testing for the first time and receiving growth from 8th grade STAAR.

Strategy 1 Details	Reviews			
Strategy 1: We will increase the number of students that will score a Meets or Masters on the EOC STAAR exam by 11% by: 1. assessing growth from Campus Based Assessment 2. assessing growth from campus Exit Tickets and Do Nows 3. assessing growth from District Level Assessment and Snapshots Strategy's Expected Result/Impact: Domain 2 Staff Responsible for Monitoring: Instructional Specialist Department Chair Action Steps: 1) Create an assessment calendar 2) Create a Data Management system for tracking student growth and achievement. 3) Create an assessment action plan that addresses misconceptions and misunderstandings 4) Determine the projected score for those students that are considered 1st time test takers. 5) Share the data table with the teachers so they will be able to identify which students will need to be focused on. 6) Teachers will use the data to focus on students that are not meeting the projected scores and pull those students for targeted instruction via small groups with a separate inclusion teacher. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Insight Instruction tablets - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Measurable Objective 2: State of Texas Assessments of Academic Readiness (STAAR) goals will be 80% (+24) of the students scoring at the Approaches level, 46% (+29) of the students scoring at the Meets level, and 28% (+17) of the students scoring at the Masters level.

Evaluation Data Sources: Evaluation of this goal will be assessed based on the STAAR accountability results from students testing and results account for Domain 1 of accountability.

Strategy 1 Details	Reviews			
Strategy 1: Be intentional in our teaching and when targeting students. - We have identified students that we feel will need extra help and intervention/tutorials to get to the meets and Mastery level. Strategy's Expected Result/Impact: Domain 1 of accountability Staff Responsible for Monitoring: Instructional Specialist Department Chair Action Steps: 1) Give beginning of the year assessment and Campus Based Assessment #1 2) Look through the data from both assessments and look for trends. 3) Identify those students that show patters of growth 4) Place those students into tutorials and intervention pullouts that will them the extra help they need. 5) Assess as needed with exit tickets and Do Nows. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 3: Increase the number of Instructional strategies by at least 3 to 5 more, so that if consistently applied, will improve student engagement and achievement.

Evaluation Data Sources: Evaluation will be and collected during PLC's, Walk-throughs, and observations

Strategy 1 Details	Reviews			
Strategy 1: Create a series of Professional Development (PD) trainings along with our educational partners that will develop the teachers instructional strategies. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Leadership Team Action Steps: 1) Assess current instructional strategies. 2) Identify the strategies to improve engagement 3) Implement PD to inspire commitment 4) Monitor implementation of the strategies Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 2: MATH - Algebra 1 will improve the number of students performing at the Meets level or above and increase the number of categories we capture in domain 3.

Strategic Priorities: Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: Algebra 1 will improve the percentage of students scoring Meets on the STAAR test and improve the overall student performance in Domain 3 increasing: All Students by 27 points, African American by 12 points, Hispanic by 22 points, Economically Disadvantaged by 19 points and Special Education by 20 points.

Evaluation Data Sources: Evaluation of this goal will be assessed based on the STAAR accountability results from students testing and grouped by student groups.

Strategy 1 Details	Reviews			
Strategy 1: We will increase the number of students that will score a Meets or Masters on the EOC STAAR exam by 11% by: 1. assessing growth from Campus Based Assessment 2. assessing growth from campus exit tickets and do - now's 3. assessing growth from district level assessment and snapshots Strategy's Expected Result/Impact: Increase the number of categories we attain in domain 3 STAAR Performance Data. Staff Responsible for Monitoring: Mr. Simmons - Instructional Specialist Ms. Luna - Department Chair Action Steps: 1) Create an assessment calendar 2) Create a Data Management system for tracking student growth and achievement. 3) Create an assessment action plan that addresses misconceptions and misunderstandings 4) Create a target group of students that will need extra help and remediation and gather data on those students. 5) Teachers will use the data to focus on students that are not meeting the projected scores and pull those students for targeted instruction via small groups with a separate inclusion teacher. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: TEKSing towards the STAAR bools - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: For the 2021-2022 school year, non-proficient students (as indicated by Renaissance 360 math concepts Beginning of the Year test) at Wheatley High School will improve their math concepts skills by 10% as measured by an increase in the percentage of students scoring in the "Urgent

Intervention" and "Intervention" levels on the Renaissance 360 math concepts End of the Year test.

Evaluation Data Sources: Renaissance 360 math concepts End of the Year test.

Strategy 1 Details	Reviews			
Strategy 1: Differentiation implemented in every classroom. Interventions are focused on students who have significant learning gaps and/or are lacking foundational skills. Students receive rapid, data driven interventions matched to their needs. Strategy's Expected Result/Impact: Domain 1, 2 and 3 of Accountability Staff Responsible for Monitoring: Leadership Team Action Steps: 1) Provide a hierarchy of preventions and interventions that includes classroom-based practices and strategies that all teachers implement 2) Identify the 10% of students who need the highest level of interventions and create plans to support them Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 3: 50% of the students taking the SAT will improve their math scores by 30%.

Evaluation Data Sources: SAT, College Board

Strategy 1 Details	Reviews			
Strategy 1: Work step by step with students and teach them strategies and tips they can use to achieve a significant increase in your SAT score Strategy's Expected Result/Impact: Increase in the number of students being labeled college ready.	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Instructional Specialist Department Chair</p> <p>Action Steps: 1) Work with each student to set goals 2) Teach the students effective study habits 3) Help students familiarize themselves with pertinent formulas 4) Help students address their weaknesses</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>				
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.





Goal 1: SCHOOL PROGRESS- The percentage of graduates that meet the criteria for CCMR will increase from 62% for 2019-2020 graduates to 75% for 2022-2023 graduates.

Strategic Priorities: Expanding Educational Opportunities, Increasing Organizational Efficiency





Measurable Objective 1: 100% of the 2022 seniors will have a completed FAFSA, TASFA, or financial aid opt-out form prior to graduation.

Evaluation Data Sources: Region 4 FAFSA completion data, maintain copy of completed TASFA forms, maintain copy of completed financial aid opt-out forms





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: The counseling and college and advising teams will collaborate to visit senior level classes, conduct guidance lessons, and implement Financial Aid Night events for parental engagement. Strategy's Expected Result/Impact: More students will have financial aid accommodations prepared prior to graduation. Staff Responsible for Monitoring: Counselors, College & Career Readiness Advisors Action Steps: The senior guidance lessons will take place each semester, supported by individual conferences and at least two financial aid night events.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: For the 2021-2022 academic year, Naviance participation will increase by introducing students to the program through CTE classes. Strategy's Expected Result/Impact: Students will gain a greater awareness and understanding of college, career, and military requirements. Staff Responsible for Monitoring: Counselors, CTE teachers Action Steps: Counselors will conduct semester guidance lessons on how to navigate and complete tasks within the platform in-addition to monthly monitoring of log-in usage.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Increase the percentage of students participating in the TSIA2 from 10% for 2020-2021 graduates to at least 40% for the 2021-2022 graduates.





Strategy 1 Details	Reviews			
Strategy 1: Counselors will create and implement a 2021-2022 academic calendar for TSIA2 testing for all students to have an opportunity to become TSI ready to enroll in college courses. The calendar will include bi-monthly testing opportunities. Increasing the opportunities for TSIA2 testing and the participation pool to include all grade levels (9th-12th) will allow for more students to meet the CCMR indicator via Texas Success Initiative (TSI) criteria in ELA/Reading and Mathematics prior to graduation.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: By May 2022, Advance Placement students participating in AP Exams will increase from 45% to 65% .

Strategy 1 Details	Reviews			
Strategy 1: Counselors will conduct semester guidance lessons, on the components and the benefit of the exam.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 4: Increase the percentage of students completing a CCMR certification from 22% for 2019-2020 graduates to at least 50% for the 2021-2022 graduates.

Evaluation Data Sources: Certification documentation from CTE teachers

Strategy 1 Details	Reviews			
Strategy 1: For the 2021-2022 academic year, 100% of students will have an academic audit sheet that identifies all course completions and course needs while ensuring that the course scheduling aligns with coherent CTE sequencing. Strategy's Expected Result/Impact: Audit sheets will ensure that students are scheduled for the correct sequence of CTE courses to meet the requirements for certification. Staff Responsible for Monitoring: Counselors, Registrar, CTE teachers Action Steps: Each semester the counseling team will conduct an internal department audit and an overall audit and comparison with the registrar.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.





Goal 1: CLOSING THE GAPS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Increase the performance of students taking the STAAR test and receiving Special Education services for all subjects to 42% in Approaches, 26% in Meets, and 13% in Masters.

Evaluation Data Sources: Evaluation of this goal will be assessed based on the STAAR accountability results from students testing.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement small group instruction to reinforce or reteach specific skills and concepts. Strategy's Expected Result/Impact: Teachers will work more closely with students to provide additional instruction for students struggling to master certain skills. Teachers will also provide more individualized support based on students needs. Staff Responsible for Monitoring: Instructional Leadership Team, Special Education Department Chair Action Steps: 1. Teachers will review students accommodations and Individual Education Plan (IEP) Goals. 2. Teachers will collaborate to develop lesson plans that include Specially Designed Instruction (SDI), accommodations based on the needs of students, and student assessment data. 3. Teachers will use assessment data and student work to determine how students will be grouped.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Inclusion teachers will implement SDI in their lesson plans to meet the demand of depth and complexity of the standard. Strategy's Expected Result/Impact: Inclusion teachers will become proficient in backwards planning and using	Formative			Summative
	Nov	Jan	Mar	June

<p>data to make informed decisions about instruction and reteach opportunities. Teachers will have a clear understanding of what is needed to ensure access to the content for special populations. Inclusion teachers will create lesson plans that include teacher moves, SDI, and be data driven. Staff Responsible for Monitoring: Instructional Leadership Team, Special Education Department Chair Action Steps: 1. Inclusion teachers will attend PLC's for Specialized Services. 2. Inclusion teachers will meet with Secondary Inclusion Program Specialist to get additional support on planning 3. Inclusion teachers will attend weekly PLCs with their content area.</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE- Increase annual attendance from 89% to 92% .

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The percent of chronically absent students will decrease by 10%.





Evaluation Data Sources: Identify students with 3 or more consecutive absences using the 3-day and 10-day reports provided by Campus Community Liaison.

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives for students with improved attendance. Strategy's Expected Result/Impact: Improved attendance for scholars resulting in improved grades Staff Responsible for Monitoring: Teachers, Attendance Clerk, Campus Community Liaison, and Grade Level Administrators and Clerks. Action Steps: 1. Identify students that are chronically absent. 2. Contact students/parents. 3. Initiate home visits., if problem continues. 4. Require scholars to sign and implement attendance contracts.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: Student attendance will increase in each grade level by 10%.

Strategy 1 Details	Reviews			
Strategy 1: Improve school climate. Strategy's Expected Result/Impact: Increase overall enrollment. Staff Responsible for Monitoring: Teachers, Attendance Clerk , Wrap Around Specialist, Grade Level Administrators, Campus Community Liaison , and Graduation Support Meeting (GSM), Attendance Committee. Action Steps: 1. Increase positive relationships with students and families. 2. Implement attendance recognition. 3. Enhance attendance monitoring practices.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 3: The percent of leavers will decrease by 10%.

Strategy 1 Details	Reviews			
Strategy 1: Ensure socioeconomic forms are completed accurately and in a timely manner. so that the campus will have up to date contact information. Strategy's Expected Result/Impact: Increase graduation rate. Staff Responsible for Monitoring: Campus Community Liaison , Attendance Clerk, Student Information Rep , GSM Attendance Committee Action Steps: 1. Clerks will make daily calls and send emails. 2. Letters are mailed in three week cycles to targeted students. 3. Check and connect with students via home visits. 4. Formulate individualized plan for graduation which may include alternative programs for acceleration and/or credit recovery.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: Institute discipline procedures to reduce disciplinary infractions that impact classroom instruction and campus disruption to 50% of 2019-2020 SY (OSS- African American 207 and Hispanic 90/ ISS- 228 African American and 64 Hispanic) by establishing a tiered tardy policy and Classroom Management administrative support. Students with disruptions will first receive interventions versus placement as a behavioral support utilizing cooling off periods (RRR - Review, Reflect, and Restore); PBIS (inclusive on restorative circles Peer-Peer and Peer-Instructor); SIAT (Student Intervention Assistance Team); Student Review Board for consequence appeals; IAT (Interventions Assistance Team); and cultural sensitivity awareness for all stakeholders.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being





Measurable Objective 1: Minimize OSS assignments to no more than 50 by the end of 1st Semester (2021-2022).

Evaluation Data Sources: Power School / Disciplinary Records by grade level.

Strategy 1 Details	Reviews			
Strategy 1: Implement Restorative Intervention (RR&R) as an alternative intervention versus an alternative placement. Strategy's Expected Result/Impact: Setting will provide an opportunity for scholars to discuss the off task behavior and correct his/her behavior while having the opportunity to Review, Reflect, and Restore potentially damaged relationships and performance. Staff Responsible for Monitoring: All grade-level administrators / Safety Administrator Action Steps: Create grade-level areas with their respective administrators to both meet with and restore disciplinary infractions. In addition, documentation of all interventions utilized will be required and submitted to Discipline Review Board to ensure fair practices.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Initiate RtI referral and include additional services to address student needs from an SEL standpoint to address behavioral challenges. Strategy's Expected Result/Impact: Establish a behavior plan to address the "whole child" and their respective needs to avoid adverse interactions/decisions which result in OSS assignments. Staff Responsible for Monitoring: IAT, Grade-Level Administrator, and Counseling Team Action Steps: Initiate an RtI referral for students with continuous adverse interactions to gain a clear understanding of the mitigating factors which warrant OSS assignments and additional disciplinary consequences.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished				
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Measurable Objective 2: Minimize ISS Assignments to no more than 70 by the end of 1st Semester (2021-2022)

Evaluation Data Sources: Power School / Disciplinary Records

Strategy 1 Details	Reviews			
Strategy 1: Implement PBIS', inclusive of Restorative Intervention (RR&R), while creating an environment of continuous learning as an alternative intervention versus an alternative placement. Strategy's Expected Result/Impact: Setting will provide an opportunity for scholars to discuss the off task behavior and correct his/her behavior while having the opportunity to Review, Reflect, and Restore potentially damaged relationships and performance. Staff Responsible for Monitoring: All grade-level administrators / Safety Administrator Action Steps: Create grade-level areas with their respective administrators to both meet with and restore disciplinary infractions. In addition, documentation of all interventions utilized will be required and submitted to Discipline Review Board to ensure fair practices.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Scheduled ISS assignments for future dates to include opportunities to address missed instruction/lecture. Strategy's Expected Result/Impact: Student achievement is maintained while allowing instructors to continue addressing differentiated/alternative instruction. Staff Responsible for Monitoring: Teacher of Record, Grade-Level Administrator, IAT, and Counseling Team. Action Steps: All ISS assignments will be scheduled for future dates to accommodate student academic needs, while requiring continuous lessons to be provided by the teacher of record and case-managers (when addressing students requiring Special Education services).	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: We will strengthen our use of Restorative Discipline which provides a model for restoring relationships and increase the number of students receiving the Restorative Discipline service by 70% for the school year.

Evaluation Data Sources: Power School / Disciplinary Records

Strategy 1 Details	Reviews			
<p>Strategy 1: We will create Circles for Restorative Discipline in each classroom. These Circles will become a safe place to dialogue for building community and problem solving regarding issues identified by the teacher, parents or students. The Circle leaders will facilitate the discussion with high quality prompting questions and will document what happens in the Circle.</p> <p>Strategy's Expected Result/Impact: This design is based on thinking about classroom, school wide, and national issues that impact the school and its students and community. Students will work collaboratively and with the faculty to make decisions and guide behaviors that promote an innovative learning environment for all students.</p> <p>Staff Responsible for Monitoring: All grade-level administrators / Safety Administrator</p> <p>Action Steps: I. THE INITIATION PHASE: contacting potential participants II. II. THE PLANNING & PREPARATION PHASE: meeting with potential participants, preparing the participants who choose to proceed, planning for the circle III. III. THE CIRCLE GATHERING IV. IV. FOLLOW-UP</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: All threats, whether external or internal, will be met with immediate response by campus administrators and the campus safety team. Further assessment for actionable steps will be implemented by said team. In addition, all portions of the campus will remain in a secured status to provide an equitable learning environment for all learners by implementing all campus/district safety guidelines.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Phillis Wheatley High School will maintain a "Zero Tolerance" policy regarding gang affiliations or potential gang exposure. All unsafe practices or actions which may cause harm to oneself, or others, will be reported to the administrative staff (grade level administrator regarding students) to include detailed documentation. Administrative response will include restorative measures and action plan for future prevention/awareness.

Evaluation Data Sources: Incident summations and documented measures addressing potential threats / Disciplinary Records by grade level / Safety Team Meeting Minutes / Employee Surveys / Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Create safety team (Wildcat Safety Team) to bring forth awareness of potential violent interactions; review strategies utilized in previous incidents; and address/adjust safety plans for future prevention.</p> <p>Strategy's Expected Result/Impact: To safeguard the safety and well-being of all stakeholders, while providing an equitable learning environment for all learners.</p> <p>Staff Responsible for Monitoring: All grade level administrators / Safety Administrator / Principal</p> <p>Action Steps: Safety Team will be comprised of the Safety Administrator, Campus Peace Officers, Truancy Administrator, Athletics Director, Campus Nurse, two (2) students [male senior and female senior with modeled behavior and academic standings], and any staff member willing to join and assist. Scheduled Meetings will occur one (1) Thursday a month with proper minutes being provided for future use and assessment.</p>				





Strategy 2 Details	Reviews			
Strategy 2: Create a review board for all disciplinary actions taken regarding violent practices (inclusive of gang activity, drug activity, social media posts, sexual acts, and student/instructor relations). Strategy's Expected Result/Impact: Student Information channels will proactively address rising concerns of potential violence, drug/substance abuse, illegal activity, bullying/cyberbullying, and any other potential threats which may prohibit a safe and secure environment for all stakeholders. Staff Responsible for Monitoring: Safety Administrator / grade level administrators / Principal Action Steps: Create team inclusive of student representation (2 - from each grade level with modeled behavior and academic standings selected by panel of staff) to represent and vocalize student concerns regarding disparate treatment amongst scholars regarding discipline. In addition, review board will actively partake of monthly meetings to create adjustments to current plans and address discipline as a campus whole (Educational Advocate, Attendance/Tuancy Administrator, Grade-Level Administrator, Students, Campus Police Officers, *Parents, *Wrap-Around Services, and *JJD Reps). All will create a discipline plan geared towards ensuring that Interventions take precedence over Disciplinary Placement.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 2: Reduce incidence of violence through targeted efforts pre-incident and during an incident by 40%.

Evaluation Data Sources: Incident summations and documented measures addressing potential threats / Disciplinary Records by grade level / Safety Team Meeting Minutes / Employee Surveys / Student Surveys

Strategy 1 Details	Reviews			
Strategy 1: focus on preventing violence through strategic, timely, and coordinated efforts among scholars, law enforcement, mental health providers, community health workers and other partners. Strategy's Expected Result/Impact: To safeguard the safety and well-being of all stakeholders, while providing an equitable learning environment for all learners. Staff Responsible for Monitoring: All grade level administrators / Safety Administrator / Principal Action Steps: a. Expand street outreach and community norm change efforts to mediate conflicts, prevent retaliation and other potentially violent situations, and connect individuals at to community supports. b. Improve lethality assessment, safety planning measures to prevent violent incidents. c. Expand implicit bias and macroaggression reduction and de-escalation tactics training for school administration including law enforcement and crisis intervention service providers.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: This goal aims to help individuals, families, and communities heal from violence and forward in positive ways. This goal also helps to promote healing at the community level by enhancing connection to cultural identity and promoting community connectedness, which can also serve as a protective factor against future violence.

Strategy 1 Details	Reviews			
Strategy 1: Promote discipline infraction reduction and healing support. Strategy's Expected Result/Impact: To safeguard the safety and well-being of all stakeholders, while providing an equitable learning environment for all learners. Staff Responsible for Monitoring: All grade level administrators / Safety Administrator / Principal Action Steps: a. Promote long-term aggression reduction and healing support to scholars, and administrators who address violence. b. Expand capacity of problem-solving courts to provide therapeutic resources and services for youth and adults involved in the Restorative Discipline system. c. Increase coordination of mental health and trauma services across agencies to support children, youth and families who have been exposed to multiple forms of violence. Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - To build the capacity of our inclusion teachers to provide adequate and appropriate support to our Tier II and Tier III students.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: Co-teach Support - The inclusion and cooperating teachers will collaborate and plan together to develop effective lesson plans, ensure appropriate grouping, implement appropriate co-teach models, and implement SDI.

Evaluation Data Sources: Walkthroughs, Atbats, lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will plan and meet with the Secondary Inclusion Program Specialist to receive additional training and support on how to plan and implement SDI in the lesson plan. Teachers will attend professional development courses to receive training on the co-teach model and implement what they learned in the classroom.</p> <p>Strategy's Expected Result/Impact: Building the capacity of our inclusion teachers</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Special Education Department Chair</p> <p>Action Steps: Teachers will :</p> <p>Attend co-teach professional development courses</p> <p>Attend PLC's for Specialized Services - Co-Teach / Inclusion</p> <p>Meet with Secondary Inclusion Program Specialist, SPED Dept. Chair and AP for Calibrated walks feedback</p> <p>Inclusion and cooperating teachers will collaborate and plan together (Co-teach models)</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: Build structures to increase collaboration among Co-teachers and Teachers of record.

Evaluation Data Sources: Walkthroughs, At-bats, lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Build a culture in which teachers provide high-quality instruction that meets the needs of every student. Strategy's Expected Result/Impact: Building the capacity of our inclusion teachers Staff Responsible for Monitoring: Instructional Leadership Team, Special Education Department Chair Action Steps: * Provide weekly, common planning time for general and special education teachers. * Include special education teachers in training on standards, curriculum, and assessments. * Provide training for general education teachers on interpreting IEPs and implementing instructional accommodations. Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: Deliver specially designed and high-quality instruction to ensure the achievement of ambitious IEP goals;

Evaluation Data Sources: Walkthroughs, Atbats, lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Use high-quality curriculum and assessments to monitor progress of all students toward grade-level standards. Strategy's Expected Result/Impact: Building the capacity of our inclusion teachers Staff Responsible for Monitoring: Instructional Leadership Team, Special Education Department Chair Action Steps: * With the IEP team, review multiple sources of data to determine progress and draft ambitious IEP goals. * Identify specially - designed instruction. * Build master schedule around student needs. * Plan for necessary staff and materials to support those needs. Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: TELPAS -The percent of EL students meeting progress on TELPAS will increase from 55% (2021) to 65% by the conclusion of the 2021-2022 school year.





Evaluation Data Sources: LAS Benchmark Assessments, TELPAS, Feedback over time using PLD (Writing and Speaking), all content benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use TELPAS data, proficiency levels, and years in U.S. Schools to provide appropriate linguistic accommodations to lesson plan and monitor progress throughout the year. Strategy's Expected Result/Impact: Teachers will utilize data and proficiency levels to scaffold and accommodate input and output. Staff Responsible for Monitoring: Instructional Leadership Team Action Steps: Teachers analyze TELPAS data and identify students' proficiency levels and years in the U.S. Schools Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Integrate campus wide literacy routines to scaffold instruction. Strategy's Expected Result/Impact: Teachers will utilize structured reading and structured writing routines to develop lessons that meet the needs of each learner. Staff Responsible for Monitoring: Instructional Leadership Team Action Steps: Identify two routines, based on TELPAS data, to implement campus wide (Aug-Dec) evaluate for mastery of implementation. During PLC meetings establish purposeful routines, plan for the routine in lesson plan, practice routines, integrate routines, and bring student products to reflect and evaluate. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All core content teachers will analyze EL student data from all content benchmark assessments with the intention of effectively monitoring student progress in each course. Strategy's Expected Result/Impact: Struggles and strengths will be identified and instruction will be tailored to each learner. Staff Responsible for Monitoring: Instructional Leadership Team Action Steps: PLC benchmark data analysis, teacher data trackers, student data trackers, data-driven action plans and conversations Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Measurable Objective 2: Gifted and Talented - Increase the number of students that are labeled Gifted and Talented by 30%.

Evaluation Data Sources: Evaluation will be taken at the end of the GT Testing cycle and results are reported back to the campuses.

Strategy 1 Details	Reviews			
Strategy 1: Develop a team that will assist me in testing students to be labeled as Gifted and Talented. Strategy's Expected Result/Impact: Increase in the number of students labeled GT Staff Responsible for Monitoring: Michael Simmons Action Steps: 1. Email teachers and ask them to identify students that they would consider GT 2. Speak with the parents and teachers of those students 3. If parents and teachers agree, have the teacher fill out a letter of recommendation. 4. test the students for GT. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Dyslexia - Increase designated support by adding additional class sections for dyslexia interventions.

Evaluation Data Sources: Lesson Level Assessments, Individual/Group Progress Reports

Strategy 1 Details		Reviews			
Strategy 1: The Dyslexia Interventionist will utilize the level assessments and the individual/group progress reports to determine the progress and the level of supports for students as they progress through the lesson cycles. Strategy's Expected Result/Impact: Increase designated support by adding additional dyslexia intervention sections Staff Responsible for Monitoring: Dyslexia Interventionist, Special Education Dept. Chair, and Dyslexia Administrator Action Steps: The dyslexia interventionist will: Develop and plan lessons to provide services Document services provided in Easy IEP Track students progress by administering end of lesson level assessments Create individual and group progress reports to analyze student performance		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: To resurrect the campus Parent and Teacher Organization.

Evaluation Data Sources: Roster of Members (Parents, Teachers, and Community members)

Strategy 1 Details	Reviews			
Strategy 1: Feeder pattern contacts will be utilized to recruit incoming scholars' parents. Strategy's Expected Result/Impact: Better parental support for students. Staff Responsible for Monitoring: Wrap Around Specialist, Leadership Team Action Steps: 1. Collaborate with Wrap Around / Family and Community Engagement Specialist at feeder pattern schools. 2. At Open House provide a sign up sheet for interested Parents. 3. Send out flyers and emails for interest.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Measurable Objective 2: To assist community families with accessing healthy food choices.

Evaluation Data Sources: Houston Food Bank completed distribution forms.

Strategy 1 Details	Reviews			
Strategy 1: Partner with the Houston Food Bank to provide a food truck at the campus for the community at least twice a year. Strategy's Expected Result/Impact: Provide a healthy food options in a food desert. Staff Responsible for Monitoring: Wrap Around Specialist, Leadership Team Action Steps: 1. Wrap Around Specialist will take a introductory food market class mandated by the Houston Food Bank. 2. Schedule a distribution visit at least twice a year. 3. Notify Parents and Community of scheduled visit dates.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 3: At least 30% of the Parents will return the Wrap Around Department surveys to solicit their basic needs.

Evaluation Data Sources: Completed Surveys

Strategy 1 Details	Reviews			
Strategy 1: The Wrap Around Specialist will be positioned at campus events to solicit Parent participation in the survey. Strategy's Expected Result/Impact: The needs of Parents will be specifically addressed. Staff Responsible for Monitoring: Wrap Around Specialist, Leadership Team Action Steps: 1. The Wrap Around Department will distribute surveys to parents to solicit their basic needs 2. A campus link will be sent out to all stake holders to complete. 3. The Wrap Around Specialist will review survey results, present to the Leadership Team, and address the needs of parents.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.





Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: After 30 days of active enrollment, all student will be audited to ensure vaccination compliance. Strategy's Expected Result/Impact: 100% compliance for all student vaccination records. Staff Responsible for Monitoring: Campus Nurse, Safety Administrator Action Steps: Constant review of new enrollments on a weekly basis. If students lack appropriate vaccinations, formal notification will be initiated and student will come into compliance before returning to campus.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Weekly Meeting with SIR and Registrar to ensure new enrollments are addressed in an expedited fashion. Strategy's Expected Result/Impact: Ensure all new enrollments remain in compliance regarding immunization records. Staff Responsible for Monitoring: School Nurse Action Steps: Create weekly check-ins (calendared events) and include At-Risk Administrator for any updates regarding new enrollees.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: N/A - does not apply to campus.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: N/A - does not apply to campus.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:





Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:





Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: N/A - Campus does not facilitate Spinal Screening.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Audit student files warranting medication to be administered. Strategy's Expected Result/Impact: 100% Compliance regarding medication administration. Staff Responsible for Monitoring: Nurse Action Steps: Verifying Doctor orders to administer and maintain medication for students on campus.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Verify all prescriptions are not expired, or requiring update for student administration. Strategy's Expected Result/Impact: All prescriptions administered on campus will be valid and renewed every 12 months from previous prescriptions. Staff Responsible for Monitoring: School Nurse Action Steps: Verify all prescriptions are updated annually and students are not receiving medication that may no longer be applicable.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

Strategy 1 Details	Reviews			
Strategy 1: Conduct Monthly audits to ensure functionality of AED. Strategy's Expected Result/Impact: 100% compliance. Staff Responsible for Monitoring: Nurse Action Steps: Continue conducting monthly review of equipment.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Update vendor (Sterling Medical) regarding AED challenges or needs to ensure monthly audit is conducted. Strategy's Expected Result/Impact: 100% functionality of all AED devices. Staff Responsible for Monitoring: School Nurse Action Steps: Contact Sterling Medical monthly to renew expired batteries and Pads when needed.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: SOCIAL STUDIES - Increase the use of quality data to drive instruction to increase the level of Approaches to at least 89%, Meets to at least 54%, and Masters to at least 24%.

Strategic Priorities: Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: At least 70% of U.S. History students will score at the Approaches level or above on the district level assessments.

Evaluation Data Sources: Snapshots, DLAs, and Mock STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will utilize the U.S. History EOC STAAR Preparation and Practice program by Sirius Education Solutions to support their instructions. Strategy's Expected Result/Impact: Teachers will utilize the data to close academic achievement gaps for identified scholars. Staff Responsible for Monitoring: Teachers and Instructional Leaders Action Steps: 1. Teachers will utilize data from Do Nows and Exit Tickets to identify areas of need. 2. Students needing extra support will be provided with interventions such as tutorials, small group instruction, and tailored instruction 3. During PLC meetings, teachers will create Do Nows and Exit Tickets with the TDS.				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: Decrease the number of social studies scholars enrolled in credit recovery programs by 30% due to academic failures.

Evaluation Data Sources: School Assessments, District Assessments, Progress Reports, and Report Cards

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will identify and support students who need greater instructional support through the use small group instruction, tutorials, intentional/flexible grouping and tailored instruction. Strategy's Expected Result/Impact: Teachers will use multiple data points to monitor and adjust instructional intervention plans and student grouping. Staff Responsible for Monitoring: Teachers and Instructional Leaders Action Steps: 1. Contact students that are chronically absent. 2. Early identification of At Risk students. 3. Teachers will share best practices during PLC meetings.				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will identify and effectively address scholars that are not attending class and designated intervention programs. Strategy's Expected Result/Impact: Teachers will ensure scholars are actively attending and mastering the individualized intervention programs. Staff Responsible for Monitoring: Teachers and Instructional Leaders Action Steps: Teachers will analyze attendance records, academic records, and intervention plans to better monitor student achievement.	Formative			Summative
	Nov	Jan	Mar	June
<div> No Progress Accomplished Continue/Modify Discontinue </div>				

Measurable Objective 3: Improve Tier 1 instruction.

Evaluation Data Sources: Snapshots, DLAs, and Mock STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the interactive study guides, primary/secondary sources, and practice exams to analyze student growth and misconception to better access student needs. Strategy's Expected Result/Impact: Students will have improved data on Snapshots, DLAs, and Mock STAAR Assessments. Staff Responsible for Monitoring: Teachers and Instructional Leaders Action Steps: 1. Teachers will analyze the data from Snapshots, DLAs, and Mock STAAR Assessments exams and other instructional data points during PLC meetings. 2. Formulate individualized student growth plans.	Formative			Summative
	Nov	Jan	Mar	June
<div> No Progress Accomplished Continue/Modify Discontinue </div>				

Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Ensure Tier 1 instruction is at the depth and complexity of the standard by integrating the at bats protocol during Professional Learning Communities (PLCs) inclusive of alignment feedback.
2	1	1	1	We will increase the number of students that will score a Meets or Masters on the EOC STAAR exam by 11% by: 1. assessing growth from Campus Based Assessment 2. assessing growth from campus Exit Tickets and Do Nows 3. assessing growth from District Level Assessment and Snapshots
2	1	2	1	Be intentional in our teaching and when targeting students. - We have identified students that we feel will need extra help and intervention/tutorials to get to the meets and Mastery level.
2	1	3	1	Create a series of Professional Development (PD) trainings along with our educational partners that will develop the teachers instructional strategies.
2	2	1	1	We will increase the number of students that will score a Meets or Masters on the EOC STAAR exam by 11% by: 1. assessing growth from Campus Based Assessment 2. assessing growth from campus exit tickets and do - now's 3. assessing growth from district level assessment and snapshots
2	2	2	1	Differentiation implemented in every classroom. Interventions are focused on students who have significant learning gaps and/or are lacking foundational skills. Students receive rapid, data driven interventions matched to their needs.
2	2	3	1	Work step by step with students and teach them strategies and tips they can use to achieve a significant increase in your SAT score
5	4	3	1	Use high-quality curriculum and assessments to monitor progress of all students toward grade-level standards.
5	5	1	1	Teachers will use TELPAS data, proficiency levels, and years in U.S. Schools to provide appropriate linguistic accommodations to lesson plan and monitor progress throughout the year.
5	5	1	2	Integrate campus wide literacy routines to scaffold instruction.
5	5	1	3	All core content teachers will analyze EL student data from all content benchmark assessments with the intention of effectively monitoring student progress in each course.
5	5	2	1	Develop a team that will assist me in testing students to be labeled as Gifted and Talented.

RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	2	1	Be intentional in our teaching and when targeting students. - We have identified students that we feel will need extra help and intervention/tutorials to get to the meets and Mastery level.
2	1	3	1	Create a series of Professional Development (PD) trainings along with our educational partners that will develop the teachers instructional strategies.
2	2	2	1	Differentiation implemented in every classroom. Interventions are focused on students who have significant learning gaps and/or are lacking foundational skills. Students receive rapid, data driven interventions matched to their needs.
2	2	3	1	Work step by step with students and teach them strategies and tips they can use to achieve a significant increase in your SAT score
5	5	1	1	Teachers will use TELPAS data, proficiency levels, and years in U.S. Schools to provide appropriate linguistic accommodations to lesson plan and monitor progress throughout the year.
5	5	1	2	Integrate campus wide literacy routines to scaffold instruction.
5	5	1	3	All core content teachers will analyze EL student data from all content benchmark assessments with the intention of effectively monitoring student progress in each course.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Ensure Tier 1 instruction is at the depth and complexity of the standard by integrating the at bats protocol during Professional Learning Communities (PLCs) inclusive of alignment feedback.
2	1	1	1	We will increase the number of students that will score a Meets or Masters on the EOC STAAR exam by 11% by: 1. assessing growth from Campus Based Assessment 2. assessing growth from campus Exit Tickets and Do Nows 3. assessing growth from District Level Assessment and Snapshots
2	1	2	1	Be intentional in our teaching and when targeting students. - We have identified students that we feel will need extra help and intervention/tutorials to get to the meets and Mastery level.
2	1	3	1	Create a series of Professional Development (PD) trainings along with our educational partners that will develop the teachers instructional strategies.
2	2	1	1	We will increase the number of students that will score a Meets or Masters on the EOC STAAR exam by 11% by: 1. assessing growth from Campus Based Assessment 2. assessing growth from campus exit tickets and do - now's 3. assessing growth from district level assessment and snapshots
2	2	2	1	Differentiation implemented in every classroom. Interventions are focused on students who have significant learning gaps and/or are lacking foundational skills. Students receive rapid, data driven interventions matched to their needs.
2	2	3	1	Work step by step with students and teach them strategies and tips they can use to achieve a significant increase in your SAT score
5	2	3	1	We will create Circles for Restorative Discipline in each classroom. These Circles will become a safe place to dialogue for building community and problem solving regarding issues identified by the teacher, parents or students. The Circle leaders will facilitate the discussion with high quality prompting questions and will document what happens in the Circle.
5	4	3	1	Use high-quality curriculum and assessments to monitor progress of all students toward grade-level standards.
5	5	1	1	Teachers will use TELPAS data, proficiency levels, and years in U.S. Schools to provide appropriate linguistic accommodations to lesson plan and monitor progress throughout the year.
5	5	1	2	Integrate campus wide literacy routines to scaffold instruction.
5	5	1	3	All core content teachers will analyze EL student data from all content benchmark assessments with the intention of effectively monitoring student progress in each course.
5	5	2	1	Develop a team that will assist me in testing students to be labeled as Gifted and Talented.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	2	1	Be intentional in our teaching and when targeting students. - We have identified students that we feel will need extra help and intervention/tutorials to get to the meets and Mastery level.
2	1	3	1	Create a series of Professional Development (PD) trainings along with our educational partners that will develop the teachers instructional strategies.
2	2	2	1	Differentiation implemented in every classroom. Interventions are focused on students who have significant learning gaps and/or are lacking foundational skills. Students receive rapid, data driven interventions matched to their needs.
2	2	3	1	Work step by step with students and teach them strategies and tips they can use to achieve a significant increase in your SAT score

State Compensatory

Budget for 018 Wheatley High School

Total SCE Funds: \$184,049.79

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for 018 Wheatley High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Craven, John	Tchr, Math	1
Drake, Kyle Andrew	Tchr, English	1
Lacy, Denise Rosemary	Tchr, ESL Secondary	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

The SIP was made available to parents by:

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. creating a common mission and vision for the whole school community of curriculum and instruction that promote ambitious academic achievement

2. Create an environment where scholars feel safe and supported to engage in rigorous academic activity.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

During this transition year into the school from a Covid release, Wheatley scholars will use a multitude of spaces as their venues for learning. In addition to the traditional classroom in the brick-and-mortar building, they will spend more and more time in virtual space as they gain increased knowledge of technology available to them. They will use it to expand their learning opportunities into local as well as remote places.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Modes of communication are varied, and each is used for the purposes it best serves. Newsletters not only inform everyone of what is going on at school, they also include content provided by parents, students, teachers, and others. Internet sites and social media will provide information for all of the school community's constituents, including guidance on how best to support student learning. Telephone outreach from teachers to parents conveys Children are most likely to become avid readers, skilled learners, and self-confident, socially adept, respectful, and responsible human beings when they are part of a community of people working together on their behalf.

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - 9/23/21
- Meeting #1 Alternate -
- Meeting #2 - 11/10/21
- Meeting #2 Alternate -
- Meeting #3 - 1/12/23
- Meeting #3 Alternate -
- Meeting #4 - 4/12/22
- Meeting #4 Alternate -

Campus Funding Summary

2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	1	Insight Instruction tablets	6300 - Supplies and Materials	\$3,000.00
2	2	1	1	TEKSing towards the STAAR bools	6300 - Supplies and Materials	\$3,000.00
Sub-Total						\$6,000.00
Grand Total						\$6,000.00

Addendums