

Westside SDMC

May 1, 2024

Minutes: Meeting was brought to order by Dr. Zapata at 3:40 PM

1. Welcome—Dr. Zapata welcomed members to the meeting. See PowerPoint presentation (attached)
2. 24/25 Action Plan—Dr. Zapata presented an outline of the 24/25 school Action Plan. SDMC will receive the Action Plan via email. She noted that there are four key indicators in the plan; ensuring high quality instruction in English, ensuring high quality instruction in Math, ensuring high quality instruction service delivery in SPED, and improving CCMR. She reviewed indicators of success and explained goals may be adjusted if needed.
3. 24/25 Preliminary Budget—Dr. Zapata presented a some highlights of the 24/25 preliminary budget. She noted that the new formula for calculating our budget uses enrollment on 3/6/24 (2763) and this year's ADA (currently 90.2 %). Dr. Zapata shared that some stipends have been eliminated and six positions will be reduced by attrition. She said the budget is prepared conservatively based on what we know now. She presented a few scenarios of how the numbers can change, such as a difference in actual enrollment and/or ADA.
4. 24/25 Draft Bell Schedule—a proposed bell schedule was presented which includes 8 periods instead of 7., three 1 through 8 days and two block days. The group discussed that some students will have a double block of a core class and others will have additional opportunities for electives, and how that will look for teachers and students.
5. 24/25 Waiver—Dr. Zapata presented a proposal to apply for a waiver to continue to start the school day early at 7:45 AM. The rationale for the request is that we are geographically more remote compared to other HISD schools and instructional time is maximized by having the early start. Students can remain in class and not have to leave as early to get to athletics and other UIL activities and competitions. A vote was taken and the group voted unanimously in support of the waiver.
6. Adjournment: 4:43 PM

Minutes Submitted by: Barbara Nassab

Welcome Westside HS SDMC

May 01, 2024



Agenda

- **24-25 Westside HS Action Plan**
- **24-25 Prelim Budget**
- **24-25 Draft Bell Schedule**
- **24-25 Daily Start / End Waiver**

May 01, 2024



Action Plan 24-25

Ensure High Quality Instruction
English
Grades 9-12

	Key Action One:		
Staff Devel	Who: English Teachers and Instructional Leaders		
	What: Professional learning in the following areas: <ul style="list-style-type: none">• High quality instructional delivery• Instructional coaching• Data analysis• Professional learning communities		
	When: August 2024 – June 2025		
	Where: Westside High School		
Budget	Proposed item	Description	Amount
	Staff development	Professional development through departments during staff training days	\$,000
	Materials/resources	Resources for teachers / students – white boards, notebooks, response cards, supplies	\$,000
	Purchased services	Writeable, College Board resources	22,000
	Other	Novels	3,000
	Other	Extra duty pay – Intervention camps for students outside of school day	10,000
	TOTAL		\$45,000
Funding sources: General funds, Title III funds, Title I funds, State Compensatory			

Action Plan 24-25

Ensure High Quality Instruction
English
Grades 9-12

Indicators of success <i>(Measurable results that describe success.)</i>
<ul style="list-style-type: none">Students scoring at the Meets level on the EOC STAAR English I will increase from 65% in 2024 to 70% and will increase from 67% to 72% on the EOC STAAR English II in 2025.
<ul style="list-style-type: none">Economic Disadvantage students scoring at the Meets level on the EOC STAAR English I and English II will increase from 48% and 49% respectively in 2024 to 55% in 2025.
<ul style="list-style-type: none">As measured by campus Spot observations, 60% of English teachers will receive 6 points or higher out of eight points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025.
<ul style="list-style-type: none">The percentage of students obtaining Advanced High on Texas English Language Proficiency Assessment System (TELPAS) will increase from 16% to 21% at the 9th grade level, 29% to 35% at the 10th grade level, 26% to 31% at the 11th grade level, and 36% to 41% at the 12th grade level in Advanced High on the Spring 2025 TELPAS Composite Score.

Action Plan 24-25

Ensure High Quality Instruction Mathematics Grades 9-12

	Key Action Two: Ensure High-Quality Instruction in Mathematics grades 9-12		
Staff Devel.	Who: Mathematics Teachers and Instructional Leaders		
	What: Professional learning in the following areas: <ul style="list-style-type: none">• High quality instructional delivery• Instructional coaching• Data analysis• Professional learning communities		
	When: August 2024 – June 2025		
	Where: Westside High School		
Budget	Proposed item	Description	Amount
	Staff development	Professional development through departments during staff training days	5,000
	Materials/resources	Resources for teachers / students – white boards, notebooks, response cards, supplies	5,000
	Purchased services	IXL, College Board resources & materials	20,000
	Other	Calculators	5,000
	Other	Extra duty pay – Intervention camps for students outside of school day	10,000
	TOTAL		45,000
	Funding sources: General funds, Title I funds, State Compensatory		

Action Plan 24-25

**Ensure High Quality Instruction
Mathematics
Grades 9-12**

Indicators of success

- Students scoring at the Meets level on the EOC STAAR Algebra will increase from 31% in 2024 to 42% in 2025.
- Economic Disadvantage students scoring at the Meets level on the EOC STAAR Algebra will increase from 30% and 40% in 2025.
- As measured by campus Spot observations, 60% of Mathematics teachers will receive 6 points or higher out of eight points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025.

Action Plan 24-25

Improve Special Education
Instruction
and
Service Delivery

	Key Action Three:		
Staff Level.	Who: Special Education Teachers, Staff, and Instructional Leaders		
	What: Professional learning in the following areas: <ul style="list-style-type: none">• High quality instructional delivery• Instructional coaching• Data analysis• Professional learning communities		
	When: August 2024- June 2025		
	Where: Westside High School		
Budget	Proposed item	Description	Amount
	Staff development	Professional development through departments during staff training days	5,000
	Materials/resources	Resources for teachers / students – white boards, notebooks, response cards, supplies	5,000
	Purchased services		
	Other		
	Other		
	TOTAL		10,000
Funding sources: General funds, Compensatory funds, Title I funds.			

Action Plan 24-25

Improve Special Education Instruction and Service Delivery

Indicators of success

- The percentage of students receiving inclusion services will increase from 25% to 35% at the Meets level on the EOC STAAR for English I, and increase from 28% to 38% at the Meets level on the EOC STAAR for English II in 2025
- The percentage of students receiving inclusion services will increase from 15% to 20% at at the Meets level on the EOC STAAR for Algebra in 2025
- As measured by campus Spot observations, 60% of English core and co-teachers will receive 6 points or higher out of eight points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025.
- As measured by campus Spot observations, 60% of Math core and co-teachers will receive 6 points or higher out of eight points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025.

Action Plan 24-25

Ensure 11th – 12th Grade Students
are
College, Career, and Military
Ready

	Key Action Four: Ensure Students in Grades 11-12 are College, Career, and Military Ready		
Staff Devel.	Who: Teachers, Staff, and Instructional Leaders		
	What: Professional learning in the following areas: <ul style="list-style-type: none">• High quality instructional delivery for AP, OnRamps, Dual Credit, College Prep• Instructional coaching• Data analysis• Professional learning communities		
	When: August 2024-June 2025		
	Where: Westside High School and other venues within the district, Rice University		
Budget	Proposed item	Description	Amount
	Staff development	Professional development through departments during staff training days	5,000
	Materials/resources	Resources for teachers / students – white boards, notebooks, response cards, supplies CTE classes for IBCs	35,000
	Purchased services	Cengage Learning, TestOut Corporation, PLTW	40,000
	Other	TSIA2 vouchers,	10,000
	Other		
	TOTAL		90,000
Funding sources: General funds, Title I, Compensatory funds, CTE funds			

Action Plan 24-25

Ensure 11th – 12th Grade Students
are
College, Career, and Military
Ready

Indicators of success <i>(Measurable results that describe success.)</i>
<ul style="list-style-type: none">The TEA accountability measure for 12th grade CCMR at Westside High School will grow from <u>75%</u> to <u>85%</u>.
<ul style="list-style-type: none">The percentage of students in 11th and 12th grade enrolled in college level / college prep English and Social Studies courses (DC English, OnRamps, DC USH, Bridge, AP Language, AP Literature, AP USH, etc.) will increase from 25% to 40%.
<ul style="list-style-type: none">The percentage of students in 11th and 12th grade enrolled in college level / college prep math courses (OnRamps, DC Math, Bridge AP Stats, AP Calculus) will increase from <u>25%</u> to <u>35%</u>.
<ul style="list-style-type: none">The percentage of students meeting the benchmark for College Career and Military Ready (CCMR) points in English Language Arts and Reading on the SAT/ACT/TSIA2 and in College Prep (TCB) will increase from <u>60%</u> to <u>75%</u>.
<ul style="list-style-type: none">The percentage of students meeting the benchmark for College Career and Military Ready (CCMR) points in math on the SAT/ACT/TSIA2 and in College Prep (TCB) will increase from <u>47%</u> to <u>57%</u>.

Budget 24-25

Enrollment: 2763 (March 2024)

ADA: 90.2 % (2022-23)

- **Budget reduction of 12% compared to SY 23_24 in General Fund (est. \$1.6M)**
- **For SY 23_24, we created 7.5 additional positions for enrollment of 2825**
- **For SY 24_25, we closed 6 positions through natural attrition to balance the budget**
- **Add 2 CTE positions for Entrepreneurship and Networking**

Budget 24-25

Prelim budget
24 - 25

- **Allocate fund to support resource for Math, English, CCMR, Special Education on Action Plan**
- **Allocate fund for fixed expenses such as Athletic package, UIL package, copier rentals, etc.**
- **Allocate fund for Saturday tutorials, substitutes, stipends, extra pay for police officers, and custodians**

Budget 24-25

Prelim budget
24 - 25

- **There are few stipends eliminated from Compensation Plans such as director and team lead stipends**
- **Reduction of transportation for athletic and academic**
- **Reduce extra pay to minimum for support staff**

Budget 24-25

Prelim Budget
24 - 25

- **No longer can supplement the supplies for custodian staff**
- **District facility will take care the maintenance of the school**
- **Actively recruit students to increase the student headcounts**
- **Working plan to increase attendance rate to end of school year**

	TEA	SCHOOL	SY 23-24 Enrollment from Preliminary (Adopted)	SY 23-24 Current Enroll. (Mar 5.2024)	Enrollment change March 5th to Adopted	SY 23-24 ADA % (Hold Harmless)	SY 24-25 ADA % (2022-2023 Summer PEIMS)	SY 23-24 Preliminary Budget (Adopted Allocation)	23-24 Current budget with Hold Harmless	SY 23-24 Per Student Current budget with Hold Harmless	SY 24-25 Allocation Capped at 12% Loss (Includes HS Allotment, Capital Outlay, SSS)
1											
2		Scenario A: Enrollment stays the same, attendance for 23-24 stays the same as it is right now									
3	036	Westside HS	2,810	2,763	(47)	95.0%	90.2%	\$ 14,543,650	\$ 14,617,401	\$ 5,202	\$ 12,964,365
4	036	Westside HS	2,810	2,763	(47)	95.0%	91.6%	\$ 14,543,650	\$ 14,617,401	\$ 5,202	\$ 13,165,586
5											\$ 201,221
6											
7		Scenario B: Enrollment stays the same, attendance declines a little in May									
8	036	Westside HS	2,810	2,763	(47)	95.0%	90.2%	\$ 14,543,650	\$ 14,617,401	\$ 5,202	\$ 12,964,365
9	036	Westside HS	2,810	2,763	(47)	95.0%	91.0%	\$ 14,543,650	\$ 14,617,401	\$ 5,202	\$ 13,079,349
10											\$ 114,983
11		Scenario C: Enrollment decreases 50, attendance stays the same									
12	036	Westside HS	2,810	2,763	(47)	95.0%	90.2%	\$ 14,543,650	\$ 14,617,401	\$ 5,202	\$ 12,964,365
13	036	Westside HS	2,810	2,713	(97)	95.0%	91.6%	\$ 14,543,650	\$ 14,617,401	\$ 5,202	\$ 12,927,338
14											\$ (37,027)
15		Scenario D: Enrollment increases 50, attendance stays the same									
16	036	Westside HS	2,810	2,763	(47)	95.0%	90.2%	\$ 14,543,650	\$ 14,617,401	\$ 5,202	\$ 12,964,365
17	036	Westside HS	2,810	2,813	3	95.0%	91.6%	\$ 14,543,650	\$ 14,617,401	\$ 5,202	\$ 13,403,834
18											\$ 439,469
19		Scenario E: Enrollment stays the same, attendance increases a little in May									
20	036	Westside HS	2,810	2,763	(47)	95.0%	90.2%	\$ 14,543,650	\$ 14,617,401	\$ 5,202	\$ 12,964,365
21	036	Westside HS	2,810	2,763	(47)	95.0%	91.9%	\$ 14,543,650	\$ 14,617,401	\$ 5,202	\$ 13,208,705
22											\$ 244,339
23											

Prelim Budget 24-25

Scenarios

Proposed 24/25 Bell Schedule

Monday/Tuesday/Friday 1-8	
1	7:45-8:35
2	8:40-9:25
3	9:30-10:15
4	10:20-11:05
Lunch	11:05-12:05
5	12:10-12:55
6	1:00-1:45
7	1:50-2:35
8	2:40-3:25

Wednesday/Thursday Block	
1/2	7:45-9:25
3/4	9:30-11:05
Lunch	11:05-12:05
5/6	12:10-1:45
7/8	1:50-3:25



2024/2025 Waiver Application

Early Start Time

- **Remote geographic location compared to most HISD schools**
- **Maximize instruction time**

Westside High School

THANK YOU!



2024-2025 Action Plan

Westside High School

Alisa C. Zapata, Ed.D.

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data:

Students at Westside High School continue to show increases in their performances on the many assessments that occur at the high school level. One area of improvement that has been impressive in the 2023-24 school year involves student participation rates for assessments. Westside High School student participation rates have been at or above 95% on all state mandated assessments. We believe that this increase in participation will also reflect in our student achievement.

It is expected that data for the school year 2023-24 will reflect an increase in scores at the meets level from 2022-23 on the STAAR End of Course (EOC) Exams for the core content areas of English, Mathematics, Science, and Social Studies. Westside students showed good trajectory during the STAAR Interims that took place in March 2024 with English I and English II showing 68% and 71% of the students were successful and in Algebra 51% of the students were successful. While students at Westside HS do well at the approaches level, it is imperative that we improve on our high-quality instruction so that more of our students score at the meets and masters level on all of our STAAR EOC Exams.

Needs related to improving the quality of instruction:

The school community continues to grow in its diversity of students. During this school year, Westside High School has seen an increase in the number of students classified as English Language Learners from 18% to over 23%. Additionally, our students classified as low socio-economic has also increased from 65% to 69%. As our teachers, staff, and leaders work to prepare our students to be college, career, and military ready, it is imperative that there is high quality instruction occurring in our classrooms.

The importance of ensuring that teachers and staff have the resources necessary to deliver instruction, analyze student data, and the time to prepare and internalize lessons is critical. Each year, Westside High School graduates well over 90% students (Class of 2022). Our school community must hold ourselves to high expectations in the delivery of our instruction so that we can ensure our students meet the important benchmarks to fully prepared to be college, career, and/or military ready through reaching benchmarks on the SAT/ACT/TSIA2 or earning college credit through completing the appropriate courses. This can only be done with high quality instruction occurring daily in classrooms.

System evaluation:

Key components to ensuring that our students are receiving high quality instruction, all students can reach their potential, and holding ourselves to high expectations involves systematically monitoring the practices and procedures currently in place. While many practices and procedures exist on campus, the monitoring and adjusting based on current student data is what will assist in driving improvement. Westside High School instructional leaders will actively participate and monitor instruction through regularly scheduled Spot observations, PLC meetings, and analysis of student data. Just as a teacher must monitor and adjust based upon the student data from formal and informal assessments, the leadership team at Westside will do the same so that we can fulfill the mission and vision of seeing the potential of every student realized. Our school community is built on a foundation of establishing strong healthy relationships with students, developing grit and holding students to high expectations all while coaching and guiding them through their high school experience.

School Action Plan Template

KEY ACTION ONE	<p>Key Action - Ensure High-Quality Instruction in English grades 9-12.</p>
	<p>Indicators of success (<i>Measurable results that describe success.</i>)</p> <ul style="list-style-type: none"> Students scoring at the Meets level on the EOC STAAR English I will increase from 65% in 2024 to 70% and will increase from 67% to 72% on the EOC STAAR English II in 2025. Economic Disadvantage students scoring at the Meets level on the EOC STAAR English I and English II will increase from 48% and 49% respectively in 2024 to 55% in 2025. As measured by campus Spot observations, 60% of English teachers will receive 6 points or higher out of eight points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025.
	<ul style="list-style-type: none"> The percentage of students obtaining Advanced High on Texas English Language Proficiency Assessment System (TELPAS) will increase from 16% to 21% at the 9th grade level, 29% to 35% at the 10th grade level, 26% to 31% at the 11th grade level, and 36% to 41% at the 12th grade level in Advanced High on the Spring 2025 TELPAS Composite Score.
	<p>Specific actions – school leaders</p> <ul style="list-style-type: none"> Set expectations/monitor around teacher lesson cycle components (DOL included). Set expectations/monitor for Intervention times/blocks Algebra and English and accountability. Set expectations/monitor around lesson internalization and exemplar completion of DOL. Provide modeling, learning opportunities, and time for teachers to disaggregate data, practice multiple response strategies (MRS), HQI, and prepare appropriate lessons/interventions for students. Set/monitor calendar and attend/participate in PLCs weekly. Tiering Teachers and creating systems of support. Set expectations and calendar coaching times and spot observations (70% or more each week of leaders in classrooms doing instructional coaching). Monitor student data regularly (calendar) directly with data trackers (teachers, students) after common assessments, benchmarks, demonstrations of learning (DOL), to ensure instructional delivery and interventions meet students' needs.

Specific actions – staff

- Teachers/staff will implement lesson cycles (work on closing lessons) where DOLs occur each time the students meet.
- Teachers/staff will attend professional learning opportunities when scheduled and implement learnings.
- Teachers/staff will engage in various types of instructional coaching throughout the year, to include on the spot coaching.
- Teachers and staff will effectively implement multiple response strategies during instructional time to better check for student understanding of the lesson.
- Teachers and staff will participate and engage in effective manners during PCLs on a weekly basis.
- Teachers and staff will plan instruction and interventions based on current student data.
- Teachers and staff will review student data and pacing guides during weekly PLCs to ensure instructional delivery and interventions meet students’ needs.
- Teachers and staff will implement and monitor student trackers on a regular basis.

Key Action One:

Who: English Teachers and Instructional Leaders

What: Professional learning in the following areas:

- High quality instructional delivery
- Instructional coaching
- Data analysis
- Professional learning communities

When: August 2024 – June 2025

Where: Westside High School

Proposed item	Description	Amount
Staff development	Professional development through departments during staff training days	5,000
Materials/resources	Resources for teachers / students – white boards, notebooks, response cards, supplies	5,000
Purchased services	Writeable, College Board resources	22,000
Other	Novels	3,000
Other	Extra duty pay – Intervention camps for students outside of school day	10,000
TOTAL		\$45,000

Funding sources: General funds, Title III funds, Title I funds, State Compensatory

Key Action Ensure High-Quality Instruction in Mathematics grades 9-12

Indicators of success

- Students scoring at the Meets level on the EOC STAAR Algebra will increase from 31% in 2024 to 42% in 2025.
- Economic Disadvantage students scoring at the Meets level on the EOC STAAR Algebra will increase from 30% and 40% in 2025.
- As measured by campus Spot observations, 60% of Mathematics teachers will receive 6 points or higher out of eight points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025.

Specific actions – school leaders

- Set expectations/monitor around teacher lesson cycle components (DOL included).
- Set expectations/monitor for Intervention times/blocks Algebra and English and accountability.
- Set expectations/monitor around lesson internalization and exemplar completion of DOL.
- Provide modeling, learning opportunities, and time for teachers to disaggregate data, practice multiple response strategies (MRS), HQI, and prepare appropriate lessons/interventions for students.
- Set/monitor calendar and attend/participate in PLCs weekly.
- Tiering Teachers and creating systems of support.
- Set expectations and calendar coaching times and spot observations (70% or more each week of leaders in classrooms doing instructional coaching).
- Monitor student data regularly (calendar) directly with data trackers (teachers, students) after common assessments, benchmarks, demonstrations of learning (DOL), to ensure instructional delivery and interventions meet students' needs.

Specific actions – staff

- Teachers/staff will implement lesson cycles (work on closing lessons) where DOLs occur each time the students meet.
- Teachers/staff will attend professional learning opportunities when scheduled and implement learnings.
- Teachers/staff will engage in various types of instructional coaching throughout the year, to include on the spot coaching.
- Teachers and staff will effectively implement multiple response strategies during instructional time to better check for student understanding of the lesson.
- Teachers and staff will participate and engage in effective manners during PCLs on a weekly basis.
- Teachers and staff will plan instruction and interventions based on current student data.
- Teachers and staff will review student data and pacing guides during weekly PLCs to ensure instructional delivery and interventions meet students' needs.
- Teachers and staff will implement and monitor student trackers on a regular basis.

	Key Action Two: Ensure High-Quality Instruction in Mathematics grades 9-12		
Staff Devel.	Who: Mathematics Teachers and Instructional Leaders		
	What: Professional learning in the following areas: <ul style="list-style-type: none">• High quality instructional delivery• Instructional coaching• Data analysis• Professional learning communities		
	When: August 2024 – June 2025		
	Where: Westside High School		
Budget	Proposed item	Description	Amount
	Staff development	Professional development through departments during staff training days	5,000
	Materials/resources	Resources for teachers / students – white boards, notebooks, response cards, supplies	5,000
	Purchased services	IXL, College Board resources & materials	20,000
	Other	Calculators	5,000
	Other	Extra duty pay – Intervention camps for students outside of school day	10,000
	TOTAL		45,000
Funding sources: General funds, Title I funds, State Compensatory			

Key Action: Improve Special Education Instruction and Service Delivery

Indicators of success

- The percentage of students receiving inclusion services will increase from 25% to 35% at the Meets level on the EOC STAAR for English I, and increase from 28% to 38% at the Meets level on the EOC STAAR for English II in 2025
- The percentage of students receiving inclusion services will increase from 15% to 20% at the Meets level on the EOC STAAR for Algebra in 2025
- As measured by campus Spot observations, 60% of English core and co-teachers will receive 6 points or higher out of eight points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025.
- As measured by campus Spot observations, 60% of Math core and co-teachers will receive 6 points or higher out of eight points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025.

Specific actions – school leaders

- Set expectations/monitor around teacher lesson cycle components (DOL included).
- Set expectations/monitor for Intervention times/blocks Algebra and English and accountability.
- Set expectations/monitor around lesson internalization and exemplar completion of DOL.
- Provide modeling, learning opportunities, and time for teachers to disaggregate data, practice multiple response strategies (MRS), HQI, and prepare appropriate lessons/interventions for students.
- Set/monitor calendar and attend/participate in PLCs weekly.
- Tiering Teachers and creating systems of support.
- Set expectations and calendar coaching times and spot observations (70% or more each week of leaders in classrooms doing instructional coaching).
- Monitor student data regularly (calendar) directly with data trackers (teachers, students) after common assessments, benchmarks, demonstrations of learning (DOL), to ensure instructional delivery and interventions meet students' needs.

Specific actions – staff

- Teachers and staff will attend professional learning opportunities when scheduled and implement learnings.
- Teachers and staff will review student data to ensure instructional delivery and interventions meet students’ needs.
- Teachers will meet with their core teachers in PLCs on a weekly basis to plan instruction based on student data and student IEPs.
- Teachers and staff will implement IEPs for special needs students with fidelity.
- Teachers and staff will utilize multiple response strategies during instructional time.
- Teachers and staff will implement lesson cycles (work on closing lessons) where DOLs occur each time the students meet.

Key Action Three:

Who: Special Education Teachers, Staff, and Instructional Leaders

What: Professional learning in the following areas:

- High quality instructional delivery
- Instructional coaching
- Data analysis
- Professional learning communities

When: August 2024- June 2025

Where: Westside High School

Proposed item	Description	Amount
Staff development	Professional development through departments during staff training days	5,000
Materials/resources	Resources for teachers / students – white boards, notebooks, response cards, supplies	5,000
Purchased services		
Other		
Other		
TOTAL		10,000

Funding sources: General funds, Compensatory funds, Title I funds.

Key Action Ensure Students in Grades 11-12 are College, Career, and Military Ready

Indicators of success (*Measurable results that describe success.*)

- The TEA accountability measure for 12th grade CCMR at Westside High School will grow from 75% to 85%.
- The percentage of students in 11th and 12th grade enrolled in college level / college prep English and Social Studies courses (DC English, OnRamps, DC USH, Bridge, AP Language, AP Literature, AP USH, etc.) will increase from 25% to 40%.
- The percentage of students in 11th and 12th grade enrolled in college level / college prep math courses (OnRamps, DC Math, Bridge AP Stats, AP Calculus) will increase from 25% to 35%.
- The percentage of students meeting the benchmark for College Career and Military Ready (CCMR) points in English Language Arts and Reading on the SAT/ACT/TSIA2 and in College Prep (TCB) will increase from 60% to 75%.
- The percentage of students meeting the benchmark for College Career and Military Ready (CCMR) points in math on the SAT/ACT/TSIA2 and in College Prep (TCB) will increase from 47% to 57%.

Specific actions – school leaders

- Increase the amount of communication about the importance and how earning CCMR can benefit our students.
- Implement a culture of high expectations for all to include support measures for students.
- Adjust the master schedule such that special needs students are properly distributed throughout the core courses.
- Provide more opportunities for students to take OnRamps, AP, Dual Credit, and College Prep (TCB) courses by adding additional classes and/or integrating the opportunities within existing classes.
- Provide modeling, learning opportunities, and time for teachers to disaggregate data, practice multiple response strategies (MRS), and prepare appropriate lessons/interventions for students.
- Educate our staff about the importance of our special needs students graduating and being college and career ready.
- Review student data to ensure instructional delivery and interventions meet students' needs.
- Strategically plan schedules so that students receive support before taking TSIA2, SAT, or any test that would earn them a point for CCMR.
- Strategically schedule opportunities for students to take the TSIA2 or assessments to earn an industry-based certification.

Specific actions – staff

- School staff will have the opportunity to learn about how specific tests / assessments can assist our students with CCMR.
- School staff and community will implement a culture of high expectations for all students with the support needed to ensure student success.
- Teachers will implement lesson cycles (work on closing lessons) where DOLs occur each time the students meet.
- Teachers will increase the number of multi response strategies used during instructional time.
- Teachers and staff will plan instruction and interventions based on current student data.
- Campus leaders and teachers will participate and engage in effective manners during PCLs on a weekly basis.

	Key Action Four: Ensure Students in Grades 11-12 are College, Career, and Military Ready		
Staff Devel.	Who: Teachers, Staff, and Instructional Leaders		
	What: Professional learning in the following areas: <ul style="list-style-type: none"> • High quality instructional delivery for AP, OnRamps, Dual Credit, College Prep • Instructional coaching • Data analysis • Professional learning communities 		
	When: August 2024-June 2025		
	Where: Westside High School and other venues within the district, Rice University		
Budget	Proposed item	Description	Amount
	Staff development	Professional development through departments during staff training days	5,000
	Materials/resources	Resources for teachers / students – white boards, notebooks, response cards, supplies CTE classes for IBCs	35,000
	Purchased services	Cengage Learning, TestOut Corporation, PLTW	40,000
	Other	TSIA2 vouchers,	10,000
	Other		
	TOTAL		90,000
	Funding sources: General funds, Title I, Compensatory funds, CTE funds		



WESTSIDE HIGH SCHOOL

14201 Briar Forest Houston, Texas 77077

P: 281-920-8000 F: 281-920-8059

www.westsidewolves.org

SDMC Meeting: May 1, 2024

Sign-In Sheet

NAME	Signature
Barrow, Heather	
Bowyer, Cory	<i>Cory Bowyer</i>
Brewster, Stephanie	<i>Stephanie Brewster</i>
Campbell, Sherry	
Cashion, Vivian	<i>Vivian Cashion</i>
Castro, Sarah	<i>Sarah Fulton Castro</i>
Davis, Tyrone	<i>TD</i>
Felix, Dora	
Harvey, Kayla	<i>Kayla Harvey</i>
Johnson, Samantha	<i>A.J.</i>
Jones, Danielle	<i>Danielle Jones</i>
Smith, Nathan	<i>Nathan Smith</i>
Wadih, Marie	<i>Marie Wadih</i>
White, Kurt	<i>Kurt White</i>
Williams, Erika	<i>Erika Williams</i>
Zapata, Alisa	<i>ACZ</i>
	<i>Barbara Nassab</i>
	<i>Helen Tran</i>