

Houston Independent School District

015 Waltrip High School

2022-2023 Campus Improvement Plan



Mission Statement

Waltrip High School fosters a safe and challenging learning environment, preparing students for post-secondary education and a competitive global workforce through rigorous core academic instruction, comprehensive social-emotional supports, an array of quality fine arts programs, and comprehensive career and technology education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stephen P. Waltrip High School is a comprehensive high school with a current enrollment of approximately 1,635 students enrolled in grades 9-12.

Stephen P. Waltrip High School was opened in 1959 at is the current location of 1900 West 34th Street. Originally, students in grades ten through twelve were enrolled and ninth grade was added at a later time.

Waltrip High currently serves over 1600 students in grades nine through twelve. The student population is diverse and consists of: 77% Economically Disadvantaged, 78% Hispanic, 14% African-American, 7% White, and 1% Other. Student groups include 11% Special Education; 19.02% Gifted and Talented; 19% Limited English Proficient; 1% Bilingual; 82.5% Career & Technical Education; 77%; and 50.35% At-Risk. The percent of females is 49.3% and males 50.7%; Hispanic males 39.62% and Hispanic Females 38.75%; African American females 7.57% and African American males 6.46% White females 2.36% and White males 3.99%, and other females 0.47% and males 0.53%.

The student mobility rate is 14% and the average daily attendance was 90.7% for the 2022-23 school year.

Unique opportunities for learning on our campus includes: College Readiness, 3DE, six different Career Pathways, Montessori, Advanced Placement, and AP Capstone.

Our campus has a multitude of students' organizations and clubs including: JROTC, Robotics, UIL teams, National Honor Society, etc. Additionally, we offer program customization in the areas of Health Science Technology, Science Technology, Engineering, and Mathematics (STEM), Geographic Information Systems, Fine Arts and Web Technologies. We offer a public education Montessori experience designed for differentiated instruction at the secondary level. Our primary focus is on Research and Technology with goals towards college and career readiness.

Our campus is located in the Northwest Area and our feeder schools include, elementary schools: Durham, Oak Forest, Sinclair, Stevens, Garden Oaks, Helms, Highland Heights, and middle schools: Black, Hamilton, Hogg, Williams, and Clifton.

The Guidance and Counseling Team along with the College Access Center is a resource center to guide students through the transition process to post-secondary education including college scholarships, FAFSA Application, and college entrance application.

Our stakeholders are an integral part of our campus continuous improvement process to align the mission, vision and core beliefs to every aspect of our exists.

Demographics Strengths

Stephen P. Waltrip High School strengths include offering a personalized learning experience which allowing students to actively participate in the comprehensive high school journey.

Enrollment	2018-2019	2019-2020	2020-2021
	1,833	1,841	1,801

Attendance: 3 Years by Grade

Year	All	9th	10th	11th	12th
2020-2021	91.9%	91.0%	89.5%	94.2%	93.3%
2019-2020	95.3%	94.8%	95.8%	95.2%	95.5%
2018-2019	93.9%	94.3%	93.8%	93.7%	93.9%

Enrollment: 3 Year by Grade

Enrollment by Grade Level	All	9	10	11	12
2020-2021	1801	402	503	428	470
2019-2020	1841	537	472	449	383
2018-2019	1833	553	520	386	364

Accountability: 2020-2021 CCMR Indicators

	Grade		
Student Group	9	10	11
Students With No Indicators	401	492	277
Students With at least 1 Indicator -#		10	149
Students With at least 1 Indicator -%		2%	35%
			41%

For HB 3, College and Career Readiness (CCMR) we have 48% of students who meet or exceeded the CCMR criteria. The criterion score on an AP exam across subjects grew from 18% to 20% (Estimated needs scores from the AP exams). The percentage of students earned an industry-based certification from the TEA approved list shifted from 15% to 26%. The number of graduates with complete IEP and workforce readiness was maintained at 1% and the number of special education graduates with advanced diplomas grew from 4% to 8%. The number of non-CTE criteria for shifted from 58% to 51%. An area of strength and opportunity included the number of students attaining Soloidworks certification in 2021-22 which was the highest number in Texas. The problem of statements and root causes will identify the student academic achievement needs to address the HB3 opportunities. For the STAAR EOC assessment there was an increase in meets performance level for English II from 41% to 42% and the masters performance level maintained at 2%.

Additionally, another strength included the total number of 277 students with no absences during the 2020-2021 school year. By grade level totals, 9th grade - 47, 10th grade - 69,

11th grade - 72, and 12th grade - 89.

We have a total of 100 teachers and teacher assistants, 11 professional support staff and 8 members who serve in the administrative roles. At least 21 teachers and support staff have their ESL certification, with another 3 staff members planning and pursuing an additional ESL or Special Education certification.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: WHS has a need to improve the development of Individualized Education Plans (IEPs) to ensure alignment with established academic standards and course expectations for mastery. Based on results, we need to improve the monitoring of student progress towards meeting IEP goals. **Root Cause:** The need to increase the congruency of instructional practices between and amongst general and special education teachers for individual students.

Problem of Practice 2: Based on Waltrip SY 2021-22 accountability data, the Emergent Bilingual population has not met their intended learning target. **Root Cause:** Improved progress monitoring measures are needed. Additionally, there is a need to expand teacher capacity in teaching language acquisition skills across all contents.

School Processes & Programs

School Processes & Programs Summary

Waltrip High School employs the Texas Education Agency TEKS and the Houston Independent School District secondary curriculum through the itslearning Learning Management System (LMS), Canvas. Safe and Civil Schools Discipline Secondary Classroom is used to improve our campus-wide and learning environment routines and procedures.

We have the following programs:

- HISD Advanced Academics and College Board Pre-Advanced Placement
- Advanced Placement
- 3DE in partnership with Junior Achievement
- ESL Program
- IAT/RTI Intervention
- Montessori
- Grad Lab
- Career & Technical Education: Design and Multimedia Arts, Health Science Technology Education, Engineering, Automotive
- SLL
- SLC (Alternate)
- SLC (Standard/TREK)

School Processes & Programs Strengths

- All of our faculty and staff know the expectations for utilizing the Canvas (Learning Management System platform).
- All of our students know the expectations for utilizing Canvas for student learning.
- All of our teachers working towards building positive meaningful student-teacher relationships.
- We provide students with multiple digital resources to increase student learning.
- We provide tutorial support for students. (designated Saturdays and after school).
- We provide credit recovery and acceleration learning via the APEX learning digital learning program.
- We provide in-school small group interventions (students selected based on data and teacher input).
- We provide Camp Spark formerly known as Academic Boot Camp three times during the school year (August, December, and March).
- We have inclusion teachers who support our special education students.
- We have a wraparound specialist, communities in school and parent engagement liaison.
- We have a in-school within the school day intervention program via advocacy by grade level with tiered grouping.
- We have Career Pathway Teacher Leaders for the following areas: Classroom Culture Specialist, Data & Tracking Assessment Specialist, Effective Practice Specialist and Multilingual Specialist.
- We have monthly faculty meetings which allow for training and information sharing.
- We have weekly SEL lessons/activities for students provided by our social workers and guidance and counseling team.
- We have restorative community circles once a week in our Montessori program.
- We have all of the members of a department scheduled planning time at the same period every other day for Professional Learning Communities, Professional Development and Teacher led data conferences.
- We have clubs, organizations and programs for our students to interaction, build social and teambuilding skills to prepare them for the workforce.
- We will hold Career Pathway Teacher Leader meeting twice a month.
- We will grade level virtual meetings to expand the knowledge and understanding for student and parents.

- We will have a college and career readiness coordinator and college access advisor to support students in demonstrate college and career readiness traits for HB3.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: WHS has a need to improve the development of Individualized Education Plans (IEPs) to ensure alignment with established academic standards and course expectations for mastery. Based on results, we need to improve the monitoring of student progress towards meeting IEP goals. **Root Cause:** The need to increase the congruency of instructional practices between and amongst general and special education teachers for individual students.

Problem of Practice 2: Based on Waltrip SY 2021-22 accountability data, the Emergent Bilingual population has not met their intended learning target. **Root Cause:** Improved progress monitoring measures are needed. Additionally, there is a need to expand teacher capacity in teaching language acquisition skills across all contents.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and 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 and participation data
- Male / Female 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional 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.

Goal 1: ELAR-During the 2022-2023 school year, WHS will increase the number of students meeting MEETS for ENG1 from 32% to 40% and ENG2 from 42% to 50% by August 2023.

Measurable Objective 1: ELAR-During the 2022-2023 school year, WHS will increase the number of re-testers meeting Approaches from ENG1 32% and ENG2 22% to 40% and 30% respectively.

Evaluation Data Sources: STAAR ENG1 and ENG2

Strategy 1 Details		Reviews		
Strategy 1: A year long plan for English 1-English 4 has been developed focusing on Vertical Alignment and Writing Skills Strategy's Expected Result/Impact: Aligned and scaffold key reading/writing comprehension TEKS and incorporating same writing graphic organizers and deliverables across grade levels. Staff Responsible for Monitoring: ELA teachers and PLC TEA Priorities: Build a foundation of reading and math		Formative		Summative
		Nov	Jan	Mar
				
		 Continue/Modify	 Discontinue	

Measurable Objective 2: ELAR-During the 2022-2023 school year, WHS will increase the number of First-time testers meeting Approaches from ENG1 61% and ENG2 60% to 70% and 70% respectively.

Evaluation Data Sources: STAAR ENG1 and ENG2

Board Goal 2: 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.

Goal 1: ALG 1-During the 2022-2023 school year, WHS will increase the number of students meeting MEETS for ALG1 from 15% to 30% by August 2023.

Measurable Objective 1: ALG 1-During the 2022-2023 school year, WHS will increase the number of re-testers meeting Approaches from ALG1 13% to 50%.

Evaluation Data Sources: STAAR ALG1

Strategy 1 Details		Reviews							
Strategy 1: Math Models have been included in the Master Schedule to support Re-testers as a double block period. Strategy's Expected Result/Impact: Targeted intervention will be given tailored to each student needs in each Reporting Category Staff Responsible for Monitoring: Math Models Teacher Action Steps: Review curriculum, STAAR Released items by Reporting Category Title I: 2.4, 2.5, 2.6		Formative			Summative				
		Nov	Jan	Mar	June				
									
		0% No Progress		100% Accomplished		 Continue/Modify		 Discontinue	

Measurable Objective 2: ALG1-During the 2022-2023 school year, WHS will increase the number of First-time testers meeting Approaches from ALG1 50% to 70% .

Evaluation Data Sources: STAAR ALG1

Strategy 1 Details		Reviews		
Strategy 1: Review of pacing calendar to align with Lead4ward clusters and allocating additional time to review Pre-Algebra Strategy's Expected Result/Impact: At least 80% of students will be mastering RC1 and RC2 at least at 70%. Staff Responsible for Monitoring: Algebra 1 teachers Action Steps: Review pacing calendar, daily warm up, and supplemental supports		Formative		Summative
		Nov	Jan	Mar
		50%		June

Strategy 2 Details		Reviews			
Strategy 2: Adding Strategic Math into the Master Schedule to close incoming 9th graders gaps who have not been successful in 8th grade STAAR Math. Strategy's Expected Result/Impact: At least 80% of first time testers who failed in 8th grade math will be able to successfully complete RC1 and RC2 at a 70% mastery. Staff Responsible for Monitoring: Strategic Math teacher Action Steps: Review pacing calendar, daily warm up, and supplemental supports		Formative		Summative	
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: During the 2022-2023 school year, WHS will increase the number of students meeting criteria for CCMR from 48% to 63% by August 2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: Increase the number of students meeting or exceeding the minimum performance levels on the SAT/ACT/TSIA/STAAR/Advanced Placement Performance Level for both Reading and Math for 11th and 12th student groups and by at least 10% in demographic and sub-groups.

Evaluation Data Sources: Percentage of CCMR students meeting performance levels.

A4E Dashboard/Waltrip High School Campus Level Google Tracker Sub groups CCMR Analyzer with support from the College Readiness Department

HB3 Board Goal

Strategy 1 Details		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
Strategy 1: Each student should use Khan Academy for SAT Practice at least 15 hours in the Spring Semester (Grades 9-12). All students will have access to Khan through their laptops and will have time during their PBL Skills class to complete their 15 hours. Strategy's Expected Result/Impact: Increase in the number of students completing TSI readiness in both reading and math prior to August 2023. Increase in completion of KHAN Academy coursework Increase in the student performance and/or proficiency level on Imagine math TSIA Pathway course content Increase in the number of students demonstrating college readiness on assessments such as PSAT/SAT/TSIA Increase in the number of student Scoring a 3 or higher on the Advanced Placement Examinations. Increase Apex utilization for students and teachers. Staff Responsible for Monitoring: Dean of Instruction and Associate Principal Assistant Principals School Counselors Department Chairpersons Career Pathways Teacher Leaders Graduation Coach Co and Inclusion and General education Teachers Action Steps: Each student should use Khan Academy for SAT Practice at least 15 hours in the Spring Semester (Grades 9-11). All students will have access to Khan through their laptops and will have time during their advocacy intervention class to complete their 15 hours. Beginning in the spring semester, advocacy teachers will ensure all juniors and seniors are working towards a minimum of 15 hours of Khan Academy SAT Prep. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy					
		0% No Progress 100% Accomplished Continue/Modify Continue/Modify			Discontinue Discontinue

Measurable Objective 2: ????

Measurable Objective 3: During the 2022-23 school year, WHS will increase the number of Industry Certifications from 56% to 100% (in career pathways that offer an industry-based certification exam).

Evaluation Data Sources: Percentage of CCMR students meeting the threshold.

A4E Dashboard/Waltrip High School Campus Level Google Tracker

Sub groups CCMR Analyzer with support from the College Readiness Department

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Increase the number of students earning industry certification before graduation. Strategy's Expected Result/Impact: CTE Administrator School Counselors Department Chairpersons Career Pathways Teacher Leaders Graduation Coach Co and Inclusion and General education Teachers Staff Responsible for Monitoring: Annually evaluate and improve all approved CTE secondary programs to ensure TEA compliance, relevancy, and alignment with student interest and regional workforce needs. Broaden the secondary CTE curriculum by considering nationally recognized career cluster models and TEA Approved Career Pathways, where appropriate. Ensure that all pathways meet CTE coherent sequence coursework standards and are aligned with industry-based certification exams. Strengthen postsecondary career pathways by refining the Articulation Agreement process (dual credit). Expand the number of work-based experiences for students and emphasize more short term experiences such as field trips, shadowing and internships. More fully integrate CTSO co-curricular initiatives using a career cluster approach with a goal of 100% student and teacher participation. Implement literacy and numeracy strategies into CTE curriculum and instruction. Continuously evaluate and improve the special education support services system to ensure all students are successfully completing their CTE program. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy		Nov	Jan	Mar	Summative June
					
		0% No Progress 100% Accomplished Continue/Modify Continue/Modify Discontinue Discontinue			

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 2: By the end of the Spring 2023 and Summer of 2023, WHS will maintained and/or increase the graduation rate to 95% including four, five, and six year graduates with at least 63% of graduates meeting a least one CCMR indicator.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Through On-Time Academy, credit recovery, and attendance appeal interventions, the 2023 graduation rate will be maintained at the 2022 graduation rate and/or increase by 1%. Transfer of C/O 2023 data tracker to GRA Team. Review the GRA tracker document and calendar the goals for the Fall and Spring semesters.

Evaluation Data Sources: Campus Student Data Tracker for C/O 2023

CCMR Rate

Graduation Rate

Student Achievement

Student Growth Rate

PGP

Student Transcripts

Student Schedule

Financial Aid Applications

College Applications & Acceptance

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: The WHS Graduation Committee will review Class of 2023 student data via the Tracker to review, communicate with students and parents of their child's progress toward meeting graduation requirements in monthly intervals. Strategy's Expected Result/Impact: Increase the number of students who are meeting the expected graduation requirements with transparent and open lines of communications. . Staff Responsible for Monitoring: Principal Grade Level Assistant Principal School Counselor Registrar Grad Lab Coordinator Department Chairpersons Action Steps: As needed, students will received an action plan to increase opportunities to earn credits and meet graduation requirements. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress			 Accomplished
		 Continue/Modify			 Discontinue

Board Goal 4: 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.

Goal 1: ELAR (SPECIAL EDUCATION)-During the 2022-2023 school year, WHS will increase the number of students meeting **APPROACHES** for ENG1 from 18% to 30% and ENG2 from 28% to 40% by August 2023.

Measurable Objective 1: ELAR-(SE) During the 2022-2023 school year, WHS will increase the number of re-testers meeting Approaches for ENG1 30% and ENG2 40%.

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews		
Strategy 1: Special Education co-teachers will take Lead4ward training Strategy's Expected Result/Impact: Teachers will be able to be aware of best practices and strategies used in class when they are supporting in push-in or pull-outs Staff Responsible for Monitoring: Special education co-teachers Action Steps: Schedule PD		Formative		Summative
		Nov	Jan	Mar
				June
		Reviews		
Strategy 2 Details Strategy 2: Include Special Education Co-teachers in PLCs Strategy's Expected Result/Impact: Special Education Co-teachers will keep record of student progress and mastery Staff Responsible for Monitoring: Special Ed. co-teachers Action Steps: data sheets		Formative		Summative
		Nov	Jan	Mar
				June
		 No Progress  Accomplished  Continue/Modify 		

Measurable Objective 2: ELAR-(SE) During the 2022-2023 school year, WHS will increase the number of First-time testers meeting Approaches for ENG1 30% and ENG2 40%.

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Special Education co-teachers will take Lead4ward training Strategy's Expected Result/Impact: Teachers will be able to be aware of best practices and strategies used in class when they are supporting in push-in or pull-outs Staff Responsible for Monitoring: Special education co-teachers Action Steps: Schedule PD	Formative			Summative	
	Nov	Jan	Mar	June	
					
Strategy 2 Details		Reviews			
Strategy 2: Include Special Education Co-teachers in PLCs Strategy's Expected Result/Impact: Special Education Co-teachers will keep record of student progress and mastery Staff Responsible for Monitoring: Special education co-teachers Action Steps: data sheets	Formative			Summative	
	Nov	Jan	Mar	June	
					
		0% No Progress 100% Accomplished Continue/Modify Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE - Increase the attendance rate from 87.1 % to 95.1% during the 2022-2023 school by creating goals that address needs of three identified segments (Regular Attenders, Chronic Absenteeism, and Severe Chronic Absenteeism).

Tiered plans that included strategies and interventions in five core areas:

- A. Monitor Data
- B. Engage Students and Families
- C. Recognize Good and Improved Attendance
- E. Remove Barriers

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Tier 1: Schoolwide Attendance Campaign - Address all five core areas. Tier 1 is intended to reach 100% of students, parents, school staff, and community stakeholders. This is where the school's attendance campaign casts a wide net. Strategies are general to reach the largest audiences.

Evaluation Data Sources: Daily student tracker, HUB, daily grade level attendance rate, PowerTeacher Pro, PowerSchool , Wraparound Specialist Office, and Student Incentives.

Daily use of student trackers for students frequently absent/not logging in to the HUB, or not submitting daily assignments for each class to the HUB. Telephone call logs, Student Conferences, Parent Conferences, Teacher referral to grade level administrator, Home visits, Student Incentives, Student Celebrations.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Monitor Data (Tier 1) Leadership team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students weekly as a collaborative team. Strategy's Expected Result/Impact: Data will help the team determine communication needs to students and parents. Staff Responsible for Monitoring: Assistant Principals Grade-Level Clerks School Counselors Co and Inclusions Teachers General Education Teachers Action Steps: Every week of school, the administrative team will review weekly report from the Graduation Support Committee (GSC)/% of Attendance Reports that provides a preliminary list of students that may be exhibiting a pattern of nonattendance. The administrative team will determine next steps for each student with the guidance from one or more support teams (Collaborative Problem-Solving Team and/or Response-to-Intervention team). The administrative team will monitor attendance input from teachers and attendance clerks to ensure that all students have an attendance code recorded by their teachers for every period of each school day. Monitoring the number of attendance codes per student helps to improve attendance recordkeeping practices within the school. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details		Reviews			
Strategy 2: Engage Students and Families (Tier 1) Inform all stakeholders how parents can report an excused absence by: note, voicemail, electronic trans mission. Strategy's Expected Result/Impact: This strategy helps maintain a focus on the impact of attendance in relation to academic achievement. Staff Responsible for Monitoring: Attendance Clerk Assistant Principals Grade-Level Clerks School Counselors Co and Inclusions Teachers General Education Teachers Action Steps: Regularly share information about the current state of attendance at parent conferences, PTA/PTSA meetings, SDMC meetings, and student assemblies.		Formative		Summative	
		Nov	Jan	Mar	June
					

Strategy 3 Details		Reviews			
Strategy 3: Recognize Good and Improved Attendance (Tier 1) Regular attenders are at school more than 95% of school days. Recognize entire grade levels that have the highest percentage of students in regular attendance. Strategy's Expected Result/Impact: Positive affirmations helps establish positive relationships and a healthy school culture associated with improved attendance. Staff Responsible for Monitoring: Assistant Principals Grade-Level Clerks School Counselors Co and Inclusions Teachers General Education Teachers Action Steps: Announcements may be made during morning announcements/show, lunch periods, afternoon announcements, a common bulletin board, and special student assemblies. Start with "hello." Teachers, administrators, and support staff visibility in the hallways is helpful for safety. Congratulate regular attenders. Community partners may share coupons or vouchers that can be distributed by email (saving paper, ink, time, and manpower for distribution). Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details		Reviews			
Strategy 4: Provide Personalized Outreach (Tier 1) Promote school connectedness to ensure student attendance and promptness. Strategy's Expected Result/Impact: Increase opportunities for student and parent engagement and communication. Staff Responsible for Monitoring: Assistant Principals Attendance Clerk Registrar SIR Grade-Level Clerks School Counselors Co and Inclusions Teachers General Education Teachers Action Steps: Make direct phone calls to discuss attendance, after-school opportunities (clubs, athletics, academic support programs, post-secondary plans). Ensure that parent phone numbers and email addresses remain current by encouraging online registration at the beginning of the school year and cross-checking parent contact information when a parent reports an absence. For each student absence, a robocall will be initiated to the parent of each absent student to include a voice message, text message, and email to notify the parent of a recorded absence and the expectation to request the reason for absence from the parent. These calls are initiated by a District office to aid in the efficiency of day-to-day operations at the school. Include attendance information on student report cards to display the number of days present, absent, and tardy. Accurate attendance recordkeeping helps facilitate this personalization.		Formative		Summative	
		Nov	Jan	Mar	June
					

Strategy 5 Details		Reviews				
Strategy 5: Remove Barriers (Tier 1) Irregular attendance can lead to higher repetition and dropout rates, as well as low levels of learning. A variety of factors cause irregular attendance and difficulty in attending school. Strategy's Expected Result/Impact: Identifying the barriers to attendance and appropriate solutions to increase student access to school. Staff Responsible for Monitoring: Assistant Principals Social Worker Wrap-Around Services Communities in Schools Grade-Level Clerks School Counselors Co and Inclusions Teachers General Education Teachers Action Steps: Promote awareness of the school breakfast program that is available to all students AT NO COST. Invite parents and community members to community meetings to help address the barriers that keep children from attending school. Topics may include mental health, transportation, homelessness, child abuse, domestic violence, foster care, and other topics identified by stakeholders (parents, teachers, administrators, students, community partners). Adoption of a school climate initiative aimed at improving approaches to student discipline and creating a more welcoming environment. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	50%					

Measurable Objective 2: Tier 2: Strategies and Interventions to Improve Attendance - Address all five core ingredients. Tier 2 identifies students using early warning indicators to make connections with students and families at the onset of the school year or emergence of patterns of non-attendance during the school year. Early warning indicators include prior year chronic absenteeism, 3 or more absences in the first 4 weeks of enrollment, and more than 10% of school days absent in any time period from the beginning of the student's enrollment. Early interventions are recommended before the end of September and continuing throughout the school year.

Evaluation Data Sources: Daily student tracker, HUB, daily grade level attendance rate, PowerTeacher Pro, PowerSchool, Wraparound Specialist Office, and Student Incentives.

Daily use of student trackers for students frequently absent/not logging in to the HUB, or not submitting daily assignments for each class to the HUB. Telephone call logs, Student Conferences, Parent Conferences, Teacher referral to grade level administrator, Home visits, Student Incentives, Student Celebrations.

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Monitor Data (Tier 2)		Formative		Summative
		Nov	Jan	Mar
Each week, the leadership team will review the non-attendance report during the GSC meeting. Students will be identified, and teachers will be notified which of their students might be at-risk. Leadership team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students weekly as a collaborative team. Strategy's Expected Result/Impact: Data will help the team determine communication and level of supports needed for students and parents. Staff Responsible for Monitoring: Assistant Principals Grade-Level Clerks School Counselors Co and Inclusions Teachers General Education Teachers Action Steps: Every week of school, the administrative team will review weekly report from the Graduation Support Committee (GSC)/% of Attendance Reports that provides a preliminary list of students that may be exhibiting a pattern of nonattendance. The administrative team will determine next steps for each student with the guidance from one or more support teams (Collaborative Problem-Solving Team and/or Response-to-Intervention team). The administrative team will monitor attendance input from teachers and attendance clerks to ensure that all students have an attendance code recorded by their teachers for every period of each school day. Monitoring the number of attendance codes per student helps to improve attendance recordkeeping practices within the school. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability				

Strategy 2 Details		Reviews			
Strategy 2: Engage Students and Families (Tier 2) Attendance Success Plans and Attendance Contracts: For students with excessive absences (excused or unexcused). Strategy's Expected Result/Impact: This strategy helps maintain a focus on the impact of attendance in relation to academic achievement. Staff Responsible for Monitoring: Assistant Principals Grade-Level Clerks Wrap-Around Services School Counselors Co and Inclusions Teachers General Education Teachers Action Steps: Parents and student will work with the School Counselor or School Social Worker to develop a personalized "Student Success Plan for Attendance" to help track attendance so the child does not miss too many school days. There is a correlation between good attendance and good academic performance. School Counselors and grade-level clerks, as part of the school's leadership team & support staff, will reach out by phone to speak with parents of chronically absent students to identify if any support is needed for the family. Staff will help identify any family needs and connect the family with services (food pantry, clothing assistance, literacy programs, transportation, etc.). Help parents understand and avoid legal consequences of extreme chronic absence. * Nurture teacher interest and capacity in helping to reach out to chronically absent students and their families. Determine if the student has make-up work that is needed to keep up their grade point average and ensure the student and their family understand what make-up work is due. Engage students in tracking their own attendance daily. Work with students and families to set attendance goals and time frames that are attainable to help improve attendance for at-risk or chronically absent students. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Nov	Jan	Mar	Summative June
					

Strategy 3 Details		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3: Recognize Good and Improved Attendance (Tier 2) Schools and communities can send a clear message that going to school every day is a priority by providing regular recognition to students and families with good and improved attendance. Strategy's Expected Result/Impact: Positive affirmations for incremental improvement helps establish positive relationships and a healthy school culture associated with improved attendance. Staff Responsible for Monitoring: Assistant Principals Grade-Level Clerks School Counselors Co and Inclusions Teachers General Education Teachers Action Steps: Recognize good and improved attendance weekly for students that have attendance goals and time frames that are attainable to help improve attendance for at-risk or chronically absent students. Include parents and students when possible. Recognize these students routinely for good and improved attendance. Positive reinforcement and trusting relationships with staff can help improve attendance. Recognize good and improved attendance weekly schoolwide. Social expectations that are important in the school culture can encourage "at-risk attendance" students to attend more regularly. Develop strategies with students based on age, interest, and other factors. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability					

Strategy 4 Details		Reviews			
Strategy 4: Provide Personalized Outreach (Tier 2) Promote school connectedness to ensure student attendance and promptness. Strategy's Expected Result/Impact: Increase opportunities for student and parent engagement and communication. Staff Responsible for Monitoring: Assistant Principals Grade-Level Clerks School Counselors Wrap-Around Services TRIAD Co and Inclusions Teachers General Education Teachers Action Steps: Encourage "at-risk attendance" students to form relationships that encourage better attendance. Parent-Teacher Conferences with support staff will be scheduled to discuss absences and challenges to identify the barriers that may be addressed through community supports (transportation, food pantry, family counseling through TRIAD). Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Nov	Jan	Mar	Summative June
					

Strategy 5 Details		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5: Remove Barriers (Tier 2) Irregular attendance can lead to higher repetition and dropout rates, as well as low levels of learning. A variety of factors cause irregular attendance and difficulty in attending school. Strategy's Expected Result/Impact: Identifying the barriers to attendance and appropriate solutions to increase student access to school. Staff Responsible for Monitoring: Assistant Principals Social Worker Wrap-Around Services Communities in Schools TRIAD School Nurse Grade-Level Clerks School Counselors Co and Inclusions Teachers General Education Teachers Action Steps: Involve public agencies, community partners, and resources as needed to address barriers identified through parent conferences, communications with family, or other sources. Involve the school nurse when necessary to follow-up on medically related absences and train staff to recognize signs of illness. Connect families with the School Social Worker to provide insight as to the role of a School Social Worker, establish a relationship, and provide clinical support and services. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: Tier 3: Highest Level of Interventions - Address all five core ingredients. Tier 3 is the highest level of intervention and support for students that are absent 20% or more school days during the year.

Evaluation Data Sources: Every week of school, the administrative team will review weekly report from the Graduation Support Committee (GSC)% of Attendance Reports that provides a preliminary list of students that may be exhibiting a pattern of nonattendance. The administrative team will determine next steps for each student with the guidance from one or more support teams (Collaborative Problem-Solving Team and/or Response-to-Intervention team).

The administrative team will monitor attendance input from teachers and attendance clerks to ensure that all students have an attendance code recorded by their teachers for every period of each school day. Monitoring the number of attendance codes per student helps to improve attendance recordkeeping practices within the school.

HB3 Board Goal

Strategy 1 Details		Reviews		
		Formative		Summative
		Nov	Jan	Mar
Strategy 1: Monitor Data (Tier 3) Each week, the leadership team will review the non-attendance report during the GSC meeting to identify students that are missing too many school days. Determine if a student is exhibiting a pattern of nonattendance. Response-to-Intervention (Rti) may be need to assist in the determination. Strategy's Expected Result/Impact: Provide these students with more supports based on their specific barriers and needs. Staff Responsible for Monitoring: Assistant Principals Grade-Level Clerks School Counselors Wrap-Around Services TRIAD Co and Inclusions Teachers General Education Teachers Action Steps: Identify students with a history of severe chronic absenteeism (missing more than 20% of a school year). Review attendance daily and ensure that Tier 3 students are in school each day. Follow up on each absence for each student identified for Tier 3 intervention. Personal communication early in the school year may mitigate the need for further Tier 2/3 interventions later in the school year. Attendance data may help uncover bigger issues the student or family are experiencing. For students whose parents are not responding to interventions, ensure that teachers have logged frequent attempts at communication in BASIS under Tier 1 Behavior. The school should retain copies of attendance contracts and "Attendance Success Plans" that may be used as evidence of school interventions if legal interventions are needed in the future. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability				

Strategy 2 Details		Reviews			
Strategy 2: Engage Students and Families (Tier 3) Assess student and family needs and intensify outreach: Strategy's Expected Result/Impact: Leverage the power of the courts to involve families and student in needed services and interventions. Work to ensure that the student is connected to positive supports and programs (examples include mentoring, a referral to a school social worker and positive interactions). Staff Responsible for Monitoring: Assistant Principals Grade-Level Clerks School Counselors Wrap-Around Services TRIAD Co and Inclusions Teachers General Education Teachers Action Steps: Determine if the student and their family is, or should be, agency involved. If they are, work to set up a meeting to coordinate services. Refer students and families to appropriate service agencies (e.g. social services, human resources, counseling, housing, and health services). Work with relevant agencies to develop a comprehensive educational plan that also address student and family needs. Share data with appropriate agencies and ensure that agencies are using chronic absence as a must-respond-to indicator. Work with families to avoid legal consequences to the extent possible. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability					

Strategy 3 Details		Reviews			
Strategy 3: Recognize Good and Improved Attendance (Tier 3) Schools and communities can send a clear message that going to school every day is a priority by providing regular recognition to students and families with good and improved attendance. Strategy's Expected Result/Impact: Positive affirmations for incremental improvement helps establish positive relationships and a healthy school culture associated with improved attendance. Staff Responsible for Monitoring: Assistant Principals Grade-Level Clerks School Counselors Co and Inclusions Teachers General Education Teachers Action Steps: Incorporate appropriate positive reinforcements into plans for supporting the student's improved attendance. Include recognition practices from Tier 1 and Tier 2 as appropriate. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details		Reviews			
Strategy 4: Provide Personalized Outreach (Tier 3) Promote school connectedness to ensure student attendance and promptness. Strategy's Expected Result/Impact: Increase opportunities for student and parent engagement and communication. Staff Responsible for Monitoring: Assistant Principals Grade-Level Clerks School Counselors Wrap-Around Services TRIAD Co and Inclusions Teachers General Education Teachers Action Steps: Ensure continued positive and regular contact with the family. Check-in on agreements at appropriate intervals. Follow through on commitments of support to the family. When the student is absent from school, ensure assigned personnel is following up on each absence. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative	
		Nov	Jan	Mar	June
					

Strategy 5 Details		Reviews			
Strategy 5: Remove Barriers (Tier 3) Irregular attendance can lead to higher repetition and dropout rates, as well as low levels of learning. A variety of factors cause irregular attendance and difficulty in attending school. Strategy's Expected Result/Impact: Identifying the barriers to attendance and appropriate solutions to increase student access to school. Staff Responsible for Monitoring: Assistant Principals Social Worker Wrap-Around Services Communities in Schools TRIAD School Nurse Grade-Level Clerks School Counselors Co and Inclusions Teachers General Education Teachers Action Steps: Implement agreed upon family intervention plan. Monitor for progress. * Connect students who have chronic physical and mental health issues to medical providers. * Work with the school social worker, Student Services Department, and the State Attorney's Office to determine next steps related to legal proceedings. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability					
		Formative		Summative	
Nov		Jan		Mar	
					

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Decrease in-school suspensions by 20% from the previous two school years by Building Strong Positive Relationships (BSPR), practicing Restorative Justice (RJ), Discipline in the Secondary Classroom (DSC), including restorative practice modules and creating a partnership with Depelchin center.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Lowering disciplinary incidents by implementing a school-wide system and setting behavioral expectations in place and understood by the majority of teachers, students, staff, and administrators and signage posted in halls, classrooms, and common areas.

Evaluation Data Sources: Teacher- student Advisory (Advocacy) to foster a small setting of students to get to know more about their individual needs.

Each grading cycle the discipline referrals will be reviewed to determine the percentage of referrals by grade level, teacher, special populations, gender, and ethnicity.

HB3 Board Goal

Measurable Objective 2: Decrease in-school and out-school suspension for special education students by 10% by the implementation of the behavioral management plan (BMP) and MDR process as a result the special education department will implement alternative methodology based on students' needs.

Evaluation Data Sources: Special Education Funds.

Interventions Plan.

Daily Behavior Trackers.

Rewards and loss of privileges.

HB3 Board Goal

Measurable Objective 3: Decrease in-school suspensions by 30% by Building Strong Positive Relationships (BSPR), practicing Restorative Justice (RJ) and Discipline in the Secondary Classroom (DSC), including restorative practice modules, and creating a partnership with the Depelchin center.

Evaluation Data Sources: Weekly reports, monthly trend data, and debriefing by the campus discipline committee

Weekly Reports Monthly Trend Data Review of data tracking and implementation of interventions based on student needs in three weeks intervals.

Weekly and Monthly trends of students being assisted by the Depelchin Center.

Weekly and Monthly trends of students being assisted restorative modules completed.

HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Waltrip will decrease in-school suspensions by 30% by Building Strong Positive Relationships (BSPR), practicing Restorative Justice (RJ), Discipline in the Secondary Classroom (DSC), including restorative practice modules, and creating a partnership with the DePelchin center. Waltrip will create a highly effective and efficient pyramid of social-emotional interventions and additional support and ensure that mental health support is provided to students in need of additional support. The Instructional Leadership Team will lead conversations with staff about social-Emotional development and defusing challenging situations. All staff will be trained to identify and support students in need of non-classroom-based support.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Ensure that all teachers have ongoing training and support in teaching social-emotional skills. Revise and implement a pyramid of behavioral interventions that mirror the academic intervention pyramid with social-emotional development support and ensure that support is provided to students in need of additional support.

Evaluation Data Sources: Teachers encourage all students to name their emotions and find appropriate ways to manage stress and pressure. Students begin to practice describing their emotions and managing their behaviors even when they are upset. Data systems track all discipline referrals and interventions.

HB3 Board Goal

Measurable Objective 2: Waltrip faculty and staff will weave social-emotional learning and personal development into the academic components so that students, staff, and families recognize how these skills support academic achievement. Use proactive strategies to support students and staff members emotional well-being

Evaluation Data Sources: Interventions that may include parental involvement, guidance and schooling, special education, 504, and IAT interventions and behavior modification plans.

HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: Develop and implement a more rigorous process to systematically monitor the educational benefit of special education services to students.

Evaluation Data Sources: Individualized Educational Programs (IEP)
 Special Education Procedures - District and Campus wide
 Case Manager/Graduation Retention and Dropout Prevention/Attendance
 Special Education Policies & Procedures
 Teacher/Administrator Observation Data
 IEP Compliance
 Approaches to Testing Accommodations
 Special Education Staffing & Professional Development

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will gain access to successful participation in a standard-based curriculum supported by individualized instructional services. To improve the development of Individualized Education Plans (IEPs) to ensure alignment with established academic (TEKS) standards and course level expectations. Strategy's Expected Result/Impact: To improve the monitoring of student progress towards meeting IEP goals. Staff Responsible for Monitoring: Grade Level Assistant Principals Special Education Department Chairpersons Case Managers/Special Education Teachers General Education Teachers Department Chairpersons School Counselors Social Workers Educational Evaluation personnel (diagnosticians, LSPPs, speech therapists, occupational therapist, adaptive therapist, etc.) Action Steps: Mandated Training in Educational Benefits is intended to help special education teachers and general education teachers gain a shared understanding of "educational benefit," process and reviewing district IEPs, and to guide the efforts of professional development in planning and writing IEPs. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy				
0% No Progress 100% Accomplished Continue/Modify Continue/Modify Discontinue Discontinue				

Measurable Objective 2: Throughout the 2022-2023 school year, the district and campus will implement job-embedded professional development structures to promote more inclusive practices to increase collaboration between special and general education personnel including, teachers, support staff, administrators and district personnel.

- Evaluation Data Sources:** Professional Development
Professional Development Agendas, Handouts, and Presentations
Follow-Up Survey post Professional Development Sessions
Coaching and Development for special and general education teachers
Support Co-teaching Model to increase differentiated instructional practices.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	Strategy 1: Develop a vision, mission and implementation plan for continuous opportunities for mandated professional development focused on a co-teaching and differentiated instruction. Strategy's Expected Result/Impact: Allocation of resources to support Targeted Professional Development Plan focused on co-teaching and differentiated instruction. Allocation of resources to provide PLC and increased collaboration time between special education and general education teachers. Staff Responsible for Monitoring: Grade Level Assistant Principals Individualized Educational Programs (IEP) Special Education Procedures - District and Campus wide Case Manager/Graduation Retention and Dropout Prevention/Attendance Special Ed Policies & Procedures Teacher/Administrator Observation Data Action Steps: Gather evidence of special and general education teachers at mandated professional development opportunities. Review, summarize and make adjustments based on evidence of impact of professional development on teacher instructional practices (i.e. survey, observation(s), student data, etc.). TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math			

Strategy 2 Details		Reviews			
Strategy 2: Provide ongoing job-embedded professional development for general and special education teachers for on standards and open ended responses across curriculum in preparation for STAAR EOC, STAAR Alt, and national, state, and district assessments. Strategy's Expected Result/Impact: Teachers will be well prepared to help students to response to new question types that reflect classroom test questions and allow students more ways to show their understanding. Staff Responsible for Monitoring: Dean of Instruction Grade Level Assistant Principals Special Education Department Chairpersons Case Managers/Special Education Teachers General Education Teachers Department Chairpersons School Counselors Social Workers Action Steps: Provides a guide to navigating the new question type samplers, including scoring and reporting information. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative		Summative		
	Nov	Jan	Mar	June	
		0% No Progress		100% Accomplished	
		Continue/Modify ➔		Discontinue ✖	

Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: During the 2022-2023 school year, WHS will provide a Multi-Tiered Systems of Support (MTSS) framework that focuses on intervention best practices within the areas of academics, behavior, and social/emotional supports for ELs, Economically Disadvantaged, dyslexia, At-Risk and Gifted and Talented. Tiers will be based on student need and increase the level of support on the classroom level, to targeted and intensive interventions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: MTSS will be provided through the collaborative efforts of general and special education. Students with disabilities will have access to all tiers in MTSS. Strategy's Expected Result/Impact: Best practices for an MTSS system will include universal screening, evidenced-based practices done with fidelity, progress monitoring, and data-based decision making. Well functioning practices will have high quality Tier 1 which includes research-based curriculum, includes all students (English learners, special education, gifted and talented, etc.) small groups, differentiation, scaffolding, and accommodations. Tiers 2 and 3 will use evidence based interventions and supplement Tier 1. Staff Responsible for Monitoring: Dean of Instruction Grade Level Assistant Principals General and Special Education Teachers Department Chairpersons School Counselors Teacher Instructional Specialist/ Intervention RTI/IAT/504/Intervention Coordinators Action Steps: Professional development for teachers and other school staff to enable such personnel to deliver scientifically-based academic and behavioral interventions. Provide Teachers with T-Tess observations feedback. Conduct Data Review and Interventions in PLCs Student Data Tracker by Tiered Level to determine students' growth and progress. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy				
0% No Progress 100% Accomplished Continue/Modify ➡ Discontinue ✖				

Measurable Objective 2: All subgroups will move towards increasing to at least the Target Score as specified by TEA. Teachers will carefully plan lessons, activities, and assessments around content vocabulary 90% of the time and have students demonstrate annotations, utilize graphic organizers, and written

responses to open-ended questions formats across curriculums at least once per week, preferably twice a week. Each grading period, student progress on TEKS will be monitored and reviewed.

Evaluation Data Sources: Results of STAAR EOC and/or STAAR Alt assessments will be reviewed to determine of the ARD objectives were met.st 50% of the instructional time.

Strategy 1 Details		Reviews			
		Formative		Mar	Summative
		Nov	Jan		June
Strategy 1: The aim of Waltrip's MTSS is to find struggling students early and quickly provide intervention. The systems use interventions proven by research to meet a student's needs. Progres monitoring data is used to make decisions about movement between the tiers. Tier 1 includes high quality classroom-wide instruction and support for all students. Tier 2 provides targeted support to address a student's gaps in skills. Tier 3 involves intensive support usually provided more often and in smaller groups. Strategy's Expected Result/Impact: As a results of Waltrip's MTSS schoolwide approach, the needs of all students, including struggling learners and students with disabilities, and integrates assessment and intervention within a multi-level instructional and behavioral system to maximize student achievement and reduce problem behaviors. Staff Responsible for Monitoring: Dean of instruction Assistant Principals Department Chairpersons General Education and Special Education Teachers School Counselors RTI/IAT/504/Intervention Coordinators Instructional Specialist Grad Lab Coordinator Action Steps: Review ongoing student data sources and resources every three weeks to identify and provide designated supports for students. Aligned to national, state, and district standards with student performance data on formative and summative assessments. Based on students' specific needs and on their progress made thus far, provided ongoing support, smaller group and pull in and push out sessions in a variety of formats. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability					
		0% No Progress 100% Accomplished Continue/Modify Continue/Modify Discontinue Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 015 Waltrip High School

Total SCE Funds: \$53,000.00

Total FTEs Funded by SCE: 3.9

Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Waltrip High School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, increase STAAR performance on the EOC assessment and for individuals who are at risk for dropping out of high school. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, Economically Disadvantaged, Students who are missing CCMR indicators, and graduation requirements.

Personnel for 015 Waltrip High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Awa Gabriel, Kehinde Babatunde	Teacher	1
Brown, Kevin	Teacher	0.4
Haponik, John	Teacher	0.9
Horst, Angela	Teacher	0.2
Lowe, Jonathan	Teacher	0.4
Steiner, Matthew	Teacher	1

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Waltrip develops 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 campus administrators and approved by the principal. Domain 1 rating equals a C, Domain 2 rating equals a C, Domain 3 rating equals a C, and Domain 4 rating equals a C. Our overall rating as a campus equals a C (76). We received a distinction designation for English Language Arts. One of our campus goals includes continuing to earn the ELA distinction, and as well as earning three or more additional distinction designations for the 2022-23 school year. Moving forward our plan is to shift of thinking of our faculty and staff and performance levels of our students from approaches to meets and/or masters level performance, with an eye on standards that help student success on the SAT and advanced placement exams. We will take specific action steps to ensure that our teachers address student growth and achievement at various levels of performance. To ensure that we meet our goal as a campus, we will exam our current performance reality, explore evidence to conclude the root cause, followed by filling the gaps between student performance and effective implementation of first time quality instruction and monitoring of interventions. At key intervals we will use formative data to monitor progress and make adjustments as needed. Instructional leaders and the Instructional Leadership Team (ILT) will measure and monitor progress as well as the effectiveness of the action plan.

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: STAAR fall and Spring scores from prior year, common benchmark assessments every six weeks thorough On Track, Renaissance 360, Achieve 3000, lead4ward data trackers; monitoring of assessment data in intervention periods.

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

Documents available on the school website and HISD Title I page.

2.4: Opportunities for all children to meet State standards

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

- SPARK Camp: December 2022 and 23 (2 days-11 hours) STAAR First time testers, Credit Recovery, Attendance Recovery, Special Education
- SPARK Camp: March 13-15 (3 days- 16.5 hours) Credit Recovery, Attendance Recovery, Special Education
- Saturday Camp: September 24-December 10 (10 days-30 hours) 9th graders who failed Reading and/or Math in 8th grade
- Advocacy Period: 40 minute block T-R (approx. 120 days-70 hours) Intensive intervention for re-testers prioritizing Alg I and Eng2

2.5: Increased learning time and well-rounded education

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

- Tutorials offered Monday - Thursday after school in all content areas.
- Tutorials offered on Saturdays from September 24th - December 10th.
- APEX Grad Lab available Monday - Friday for one hour before school and one hour after school.
- National Math and Science Initiative(NMSI)Saturday tutorials- September, 2021 - May, 2022 (approx. 9 days, 56 hours)Advanced Math, English Language Arts and Science, tutorials for AP and honors students
- AP Daily videos are short on-demand segments, led by expert AP teachers, that cover all course content and skills.
- Advocacy Period: 40 minute block T-R (approx. 120 days-70 hours) Intensive intervention for re-testers prioritizing Alg1 and Eng2 built into the daily schedule as an option for increased learning time.

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 through districtwide professional development days, professional development tailored at the campus level, and weekly PLC's
- Regular data reviews of Domain 3 data from the 21-22 accountability year paired with 22-23 formative assessment data
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The schoolwide plan is evaluated quarterly and monitoring updates are posted quarterly through the Plan4learning platform.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

In 2021-22 and 2022-23 Waltrip HS earned the Platinum Level distinction for family and community engagement, the highest distinction available.

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy in English and Spanish:

- Parent
- SDMC Member
- Teachers
- Campus Teacher Leaders (Dept. Chairs)

The PFE was distributed

- On the campus website

- Distributed in hard copy and sent home with students
- Available in hard copy at the front desk of the school
- Campus/Parent newsletter
- Parent meetings
- Student Handbook

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Coffee with the Principal
- Wraparound Services communications
- Parent University
- Parent Engagement Night
- Open House
- School Marquee

4.2: Offer flexible number of parent involvement meetings

Monthly Coffee with the Principal meetings; Open House; Title I-led morning meetings; PTO meetings monthly.

5. Targeted Assistance Schools Only

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5–6: 26:1; grades 6–8 – 28:1 or class load of 168 students; grades 9–12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	☐	☐
Out-of-State Travel	☐	☐
Professional Development	☐	☐
Field Lessons	☐	☐
Contracted Services	☐	☐
Tutoring	☐	☐
Materials and Supplies	☐	☐
Capital Outlay	☐	☐
Title I Positions	☐	☐

SIP APPROVAL 2022-2023

School Name and Campus #015

Waltrip High School

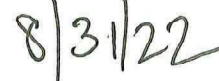
Principal Name: Michael Niggli

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on August 31st, 2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

NOTE: Do not upload to the School Improvement SharePoint site until all signatures are acquired!



Principal



Date

Signatures below indicate review and approval of this document.



PTO/PTA or other Parent Representative



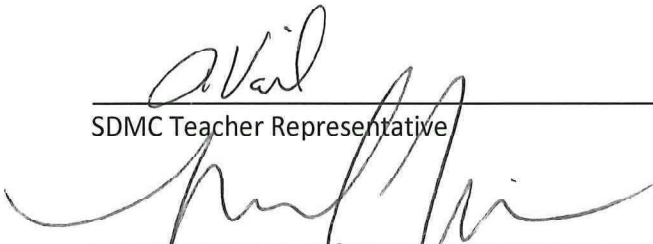
Date



SDMC Teacher Representative



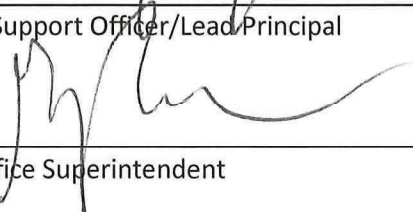
Date



School Support Officer/Lead Principal



Date



Area Office Superintendent



Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date