

# **Houston Independent School District**

## **015 Waltrip High School**

### **2021-2022 Campus Improvement Plan**

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



# 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.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problems of Practice	14
Comprehensive Needs Assessment Data Documentation	15
Board Goals	18
Board Goal 1: ELAR The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.	19
Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.	21
Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.	23
Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.	31
Board Goal 5: N/A - Board Goals	35
Board Goal 6: House Bill 4545 Accelerated Learning The percentage of students receiving accelerated instruction practices during the 2021-2022 school year for all students, based on results from the Spring 2021. Accelerated instruction will be provided at a high level supplemental instruction to reduce the number of students retesting the STAAR EOCs will decrease by 10% from the fall 2021 to spring of 2021 and will decrease by 10% from spring 2021 to spring 2022.	47
State Compensatory	50
Budget for 015 Waltrip High School	51
Personnel for 015 Waltrip High School	51
Title I Schoolwide Elements	51
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	52
1.1: Comprehensive Needs Assessment	52
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	52
2.1: Campus Improvement Plan developed with appropriate stakeholders	52
2.2: Regular monitoring and revision	52
2.3: Available to parents and community in an understandable format and language	52
2.4: Opportunities for all children to meet State standards	53
2.5: Increased learning time and well-rounded education	53
2.6: Address needs of all students, particularly at-risk	53
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	53
3.1: Develop and distribute Parent and Family Engagement Policy	53
3.2: Offer flexible number of parent involvement meetings	54
Title I Personnel	54
Campus Funding Summary	55



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Stephen P. Waltrip High School is a comprehensive high school with a current enrollment of approximately 1,835 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 1800 students in grades nine through twelve. The student population is diverse and consists of: 62% Economically Disadvantaged, 78% Hispanic, 14% African-American, 6% White, and 1% Other. Student groups include 10% Special Education; 19.02% Gifted and Talented; 15% Limited English Proficient; 1% Bilingual; 82.5% Career & Technical Education; 71% Economically Disadvantaged; and 50.35% At-Risk. The number of females 932 and males 971; 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 18% and the average daily attendance was 93.4% for the 2019-2020 and 92.1% for the 2020-2021 school year.

Unique opportunities for learning on our campus includes: College Readiness, Montessori, Dual Language, Honors, Advanced Placement, and 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, Love, Memorial, 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	12
Students With No Indicators	401	492	277	279
Students With at least 1 Indicator -#		10	149	191
Students With at least 1 Indicator -%		2%	35%	41%

During the COVID-19 pandemic, students and parents were provided the option of participating in either In-Person (IP) learning environment or the Remote/Virtual Asynchronous (RVA) learning environment. Based on the selection, the following chart indicates student enrollment by each grading cycle.

For HB 3, College and Career Readiness (CCMR) we have 51% 197 out of 387 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% (estimated pending the official accountability results in August 2021). 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 who met the Texas Success Initiative (TSIA) criteria in both ELA/Reading and Mathematics as compared to the 2019-2020 school year. 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 120 teachers and teacher assistants, 11 professional support staff and 9 members who serve in the administrative roles. 20 number of 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 (Prioritized):** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. **Root Cause:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

**Problem of Practice 3:** There was a decline on the STAAR Algebra I due to 9th grade students having at least two to three different math teachers during the 2020-2022 school year. **Root Cause:** Changes in personnel causes master schedule and student schedules changes two to three times with each changes resulting in a new Algebra I teacher.

**Problem of Practice 4:** Differentiation is an issue in Tier I and II instruction which is affecting the academic progress of special populations. **Root Cause:** Teachers need to receive intense instruction on differentiation.

**Problem of Practice 7:** There is still a need to provide students with interventions to support students who are not successful based on the data. **Root Cause:** Limited group small intervention and late implementation of Tier I and II interventions along with limited number of teachers tracking student academic progress to confirm that the interventions are working. If not, shifts are needed in a more timely matter.

**Problem of Practice 8:** We need to revise the action plan in place to support special education students, teachers, staff, and parents. **Root Cause:** There is still a high need for special education students achieve as compared with non-special education students.

**Problem of Practice 9:** The teachers perceptions is that they have no real control and limited impact on student performance and student learning when students have limited interactions with the teacher and/or peers especially in the remote/virtual asynchronous learning environment. **Root Cause:** Additional professional development, support, coaching, mentoring and At-bats for teachers centered on engaging students to be proactive centers of highly engaging teaching and learning

# Student Learning

## Student Learning Summary

### Increases

20-21 STAAR **Fall data** shows increases in English 1 (+11%) and English 2 (+3).

20-21 STAAR **Spring data** shows also increases in English 1 and English 2 for LEP (+13% and +7%), Special Education (+13%,+9%), and White (+9%, +5%) students. It also shows increases for the Special Education (+2%) students in Biology and White (+3) students in US History. The English 2 Re-testers increased +8% at the approaches level.

20-21 EOY Achieve 3000 experienced an average of 57.5 lexile growth. There was a 45L, 43L, 87L, and 55L average lexile growth for 9th, 10th, 11th, 12th respectively.

### Decreases

20-21 STAAR Fall data shows decreases in all EOCs. English 1 (-2%), English 2 (-2%), Algebra (-31%), Biology (-13%), US (-4%)

English 1- Students performed considerively worst on CR 4 Composition

English 2- Students performed considerively worst on CR 4 Composition

Algebra- Students performed slightly worst on CR 2 and 3 Graphing and writing linear functions and inequalities

Biology- Students performed slightly worst on CR 1 and 2 Cell structure and function and mechanisms of genetics

US- Students performed considerively worst on CR 3 Government and Citizenship

Based on Spring 2021 STAAR performance levels of students who are did not pass the State of Texas Assessment of Academic readiness (STAAR) at higher levels will review accelerated instruction through a variety of academic supports and interventions.

## Student Learning Strengths

### Increases

20-21 STAAR **Fall data** shows increases in English 1 (+11%) and English 2 (+3).

20-21 STAAR **Spring data** shows also increases in English 1 and English 2 for LEP (+13% and +7%), Special Education (+13%,+9%), and White (+9%, +5%) students. It also shows increases for the Special Education (+2%) students in Biology and White (+3) students in US History. The English 2 Re-testers increased +8% at the approaches level.

20-21 EOY Achieve 3000 experienced an average of 57.5 lexile growth. There was a 45L, 43L, 87L, and 55L average lexile growth for 9th, 10th, 11th, 12th respectively.



English 1- Students were able to analyze characters, parts of speech and use spelling

English 2- Students were able to determine content and context meaning, authors purpose, inferences, distinguish and defend evidence, parts of speech, sentence structures, and spelling

Algebra- Students were able to simplify radical expressions, domain and range, write linear equations

Biology- Students were able to describe the relationship between natural selection and adaptation, biology systems organization, variation adaptation

US- Students were able to utilize primary/secondary sources, analyze social issues, WW1, WW2, Vietnam war, civil rights, american culture diffusion, government branches, equality, and scientific advances

### **Problems of Practice Identifying Student Learning Needs**

**Problem of Practice 1 (Prioritized):** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. **Root Cause:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

**Problem of Practice 2:** Only 45% of faculty and staff believe they can influence student learning when students are not in the in-person learning environment. **Root Cause:** Teacher find challenges in working with students in small groups during asynchronous learning time.

**Problem of Practice 3:** We need to revise the action plan in place to support special education students, teachers, staff, and parents. **Root Cause:** There is still a high need for special educations students achieve as compared with non-special education students.

**Problem of Practice 4:** There is still a need to provide students with interventions to support students who are not successful based on the data. **Root Cause:** Limited group small intervention and late implementation of Tier I and II interventions along with limited number of teachers tracking student academic progress to confirm that the interventions are working. If not, shifts are needed in a more timely matter.

**Problem of Practice 5:** Too often teachers confuse work with activity. We assume that if students are involved in the activities that they are working. Work involves activity but more so, it involves the meaning, context of work, focuses on the effort and producing outcomes, performance, exhibitions or product. **Root Cause:** The professional development needs to be centered around purposeful meaning which has a clear connection. Teacher must view themselves as designers and facilitators that leads students to seek instruction and guide them to the useful sources of instruction.

**Problem of Practice 6:** Only 50% of the staff believe they are appreciated for their work and 35% stated they receive recognition for their accomplishments. **Root Cause:** The staff requires more positive reinforcement on a regular basis. Public acknowledgments were provided so that everyone could view or hear about the achievements, individually and collectively as a department/team.

**Problem of Practice 7:** Differentiation is an issue in Tier I and II instruction which is affecting the academic progress of special populations. **Root Cause:** Teachers need to receive intense instruction on differentiation.

**Problem of Practice 8:** There was a decline on the STAAR Algebra I due to 9th grade students having at least two to three different math teachers during the 2020-2022 school year. **Root Cause:** Changes in personnel causes master schedule and student schedules changes two to three times with each changes resulting in a new Algebra I teacher.

**Problem of Practice 9:** The teachers perceptions is that they have no real control and limited impact on student performance and student learning when students have limited interactions with the teacher and/or peers especially in the remote/virtual asynchronous learning environment. **Root Cause:** Additional professional development, support, coaching, mentoring and At-bats for teachers centered on engaging students to be proactive centers of highly engaging teaching and learning

# School Processes & Programs

## School Processes & Programs Summary

Our campus currently engaged in the Houston Independent School District secondary curriculum during the 2020-2021 school year through the itslearning Learning Management System (LMS). 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 formerly known as Pre-Advanced Placement
- Advanced Placement
- ESL Program
- IAT/RTI Intervention
- Montessori
- Grad Lab
- 3DE in partnerships with Junior Achievement
- Career & Technical Education: Design and Multimedia Arts, Health Science Technology Education, Engineering, Automotive
- SLL
- SLC (Alternate)
- SLC (Standard/TREK)

We have an Instructional Leadership Team (ILT) with representatives from each department represented during Instructional Leadership Team meetings.

We have monthly Shared Decision Making Committee meetings to share information with committee members.

## School Processes & Programs Strengths

- All of our faculty and staff know the expectations for utilizing the itslearning - Learning Management System platform.
- All of our students know the expectations for utilizing the its-learning known as the HUB platform 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 (Prioritized):** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. **Root Cause:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

**Problem of Practice 2:** Only 45% of faculty and staff believe they can influence student learning when students are not in the in-person learning environment. **Root Cause:** Teacher find challenges in working with students in small groups during asynchronous learning time.

**Problem of Practice 3:** We need to revise the action plan in place to support special education students, teachers, staff, and parents. **Root Cause:** There is still a high need for special educations students achieve as compared with non-special education students.

**Problem of Practice 4:** There is still a need to provide students with interventions to support students who are not successful based on the data. **Root Cause:** Limited group small intervention and late implementation of Tier I and II interventions along with limited number of teachers tracking student academic progress to confirm that the interventions are working. If not, shifts are needed in a more timely matter.

**Problem of Practice 5:** Too often teachers confuse work with activity. We assume that if students are involved in the activities that they are working. Work involves activity but more so, it involves the meaning, context of work, focuses on the effort and producing outcomes, performance, exhibitions or product. **Root Cause:** The professional development needs to be centered around purposeful meaning which has a clear connection. Teacher must view themselves as designers and facilitators that leads students to seek instruction and guide them to the useful sources of instruction.

**Problem of Practice 7:** The teachers perceptions is that they have no real control and limited impact on student performance and student learning when students have limited interactions with the teacher and/or peers especially in the remote/virtual asynchronous learning environment. **Root Cause:** Additional professional development, support, coaching, mentoring and At-bats for teachers centered on engaging students to be proactive centers of highly engaging teaching and learning

**Problem of Practice 8:** Only 50% of the staff believe they are appreciated for their work and 35% stated they receive recognition for their accomplishments. **Root Cause:** The staff requires more positive reinforcement on a regular basis. Public acknowledgments were provided so that everyone could view or hear about the achievements, individually and collectively as a department/team.

# Perceptions

## Perceptions Summary

### 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 and athletics programs, and comprehensive career and technology education.

### Vision Statement

Waltrip High School will be the school of choice for those living in and around the Waltrip community and will be widely regarded as the best comprehensive high school in Houston as evidenced by the thoughtful, innovative, and college and career-ready students who graduate from our school.

### Our Core Beliefs

- Truth
- Honor
- Integrity

### Our Core Values

- We base our decisions on what is best for our students.
- We strive for excellence in all we do.
- We build trust through integrity and lead by example.
- We communicate openly with clarity, and commitment by all stakeholders.
- We value diversity and treat everyone with dignity and respect.
- We win as a team.

**Focus on Growth mindset....** One of the greatest attributes of an educator is that of high expectations, not only for oneself, but for all students, parents, colleagues, and administrators for whom each teacher is held responsible. Research has concluded that a social emotional learning environment rich with high expectations, and belief in students is capable of achieving greater accomplishments than thought possible. Every student can become a life-long skilled learner, prepared to succeed in a global society. With this each faculty and staff member should look to sustain a growth mindset, including an overall focus that each student will strive for flexibility and perseverance while promoting the following:

- Culture of Collaboration
- Engaging Students in developing thinking and problem solving skills
- Maximizing Students Achievement by utilizing data dis-aggregation to drive instruction

We operate with Seven Guiding Principles

- High quality 1st time instruction/teaching drives student learning.
- Literacy is the foundation of academic success which includes listening, reading, speaking, writing and reasoning.
- The learning needs of each student must be met through personalized learning experiences based on interest, choice, and voice.
- Students learn best in safe environment where school leaders cultivate parent and community partnerships.

- Every district and campus resources must be fully implemented centered on student learning with a focus on accountability.
- The itslearning Learning Management system must be an integral part of transforming teaching and learning.
- Social emotional learning, equity, culturally, and linguistically responsive teaching and learning for student success by demonstrating an ongoing willingness and open-mindedness to change.

## Perceptions Strengths

XX% of our parents believe our staff treats them with respect.

XX% of parents say administrators are courteous when they have a concern.

XX% of parents say that they are glad that Waltrip High School is their school of choice.

1/3 of the staff responded in a survey that during the 2020-2021 school year, we have overcome the following challenges:

- Virtual instruction! COVID forced us to adapt to technology in the classroom (beyond the SMART Board and PowerPoint presentations).
- Not getting infected with and/or surviving Covid 19 experience.
- Adapting to the Remote/Virtual Asynchronous (RVA) learning environment along with In-person (IP) learning environment.
- Student attendance and participation in online Remote/Virtual Asynchronous (RVA) learning environment.
- Developing lessons that could be completed conducted online. Remotely guiding students to get to those lessons.
- Learning how to effectively teach in the virtual and the physical classrooms synonymously.
- Locating our missing students, keeping students on task, technology proficiency, trying to maintain some level of normalcy.
- We learned to accommodate and adapt to very challenging circumstances with the pandemic--including learning a multitude of online platforms and resources to help us deliver instruction remotely to our virtual students and in-person students.

The percentage of faculty and staff stating that student engagement was less in the 2020-2021 as compared to the 2019-2020.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** The teachers perceptions is that they have no real control and limited impact on student performance and student learning when students have limited interactions with the teacher and/or peers especially in the remote/virtual asynchronous learning environment. **Root Cause:** Additional professional development, support, coaching, mentoring and At-bats for teachers centered on engaging students to be proactive centers of highly engaging teaching and learning

**Problem of Practice 2:** Only 45% of faculty and staff believe they can influence student learning when students are not in the in-person learning environment. **Root Cause:** Teacher find challenges in working with students in small groups during asynchronous learning time.

**Problem of Practice 3:** Only 50% of the staff believe they are appreciated for their work and 35% stated they receive recognition for their accomplishments. **Root Cause:** The staff requires more positive reinforcement on a regular basis. Public acknowledgments were provided so that everyone could view or hear about the achievements, individually and

collectively as a department/team.

**Problem of Practice 4:** There is still a need to provide students with interventions to support students who are not successful based on the data. **Root Cause:** Limited group small intervention and late implementation of Tier I and II interventions along with limited number of teachers tracking student academic progress to confirm that the interventions are working. If not, shifts are needed in a more timely matter.

**Problem of Practice 5:** Too often teachers confuse work with activity. We assume that if students are involved in the activities that they are working. Work involves activity but more so, it involves the meaning, context of work, focuses on the effort and producing outcomes, performance, exhibitions or product. **Root Cause:** The professional development needs to be centered around purposeful meaning which has a clear connection. Teacher must view themselves as designers and facilitators that leads students to seek instruction and guide them to the useful sources of instruction.

# Priority Problems of Practice

**Problem of Practice 1:** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement.

**Root Cause 1:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

**Problem of Practice 1 Areas:** Demographics - Student Learning - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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.
- Covid-19 Factors and/or waivers

## 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
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

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

## 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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group



- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- Violence and/or violence prevention records
- 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
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- 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

# Board Goals

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

**Goal 1:** ELAR-During the 2021-2022 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 2022.





**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

**Measurable Objective 1:** ELAR-During the 2021-2022 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 FALL 2021

## HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A year long plan for English 1-English 4 has been developed focusing on Vertical Alignment and Writing Skills  <b>Strategy's Expected Result/Impact:</b> Aligned and scaffold key reading/writing comprehension TEKS and incorporating same writing graphic organizers and deliverables across grade levels. <b>Staff Responsible for Monitoring:</b> ELA teachers and PLC <b>Action Steps:</b> Create a 9-12 pacing calendar itemized by weekly focus  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Instructional materials - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$7,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

### Student Learning

**Problem of Practice 1:** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. **Root Cause:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

### School Processes & Programs





**Problem of Practice 1:** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. **Root Cause:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

**Measurable Objective 2:** ELAR-During the 2021-2022 school year, WHS will increase the number of First-time testers meeting Approaches from ENG1 61% and ENG2 60% to 69% and 68% respectively.

**Evaluation Data Sources:** STAAR SPRING 2022

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A year long plan for English 1-English 4 has been developed focusing on Vertical Alignment and Writing Skills <b>Strategy's Expected Result/Impact:</b> Cyclical approach to Reading/Writing (Decoding/Encoding) tasks. Identification of master texts and incorporation of second comparative reading to increase High Order Level thinking opportunities. <b>Staff Responsible for Monitoring:</b> ELA teachers and PLC <b>Action Steps:</b> Weekly PLC discussion of documents/activities/deliverables and delivery expectations. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Composition Books; Achieve 3000 - 1991020001 - General Fund - High School Allotment - 6300 - Supplies and Materials - \$20,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Measurable Objective 2 Problems of Practice:**

### Demographics

**Problem of Practice 1:** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. **Root Cause:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

### Student Learning

**Problem of Practice 1:** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. **Root Cause:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

### School Processes & Programs

**Problem of Practice 1:** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. **Root Cause:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

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





**Goal 1: MATH**-During the 2021-2022 school year, WHS will increase the number of students meeting MEETS for ALG1 from 7% to 15% by August 2022.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1: MATH**-During the 2021-2022 school year, WHS will increase the number of re-testers meeting Approaches from ALG1 16% to 24%.

**Evaluation Data Sources:** STAAR ALG1 FALL 2021

### HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> Advocacy period has been re-focused to Algebra 1 as priority. All re-testers will have 35 min intervention daily Tuesday-Friday with Math teachers to review key TEKS for Linear and Quadratic equations. <b>Strategy's Expected Result/Impact:</b> Improved formative and summative assessment results. <b>Staff Responsible for Monitoring:</b> Mar Azcarraga; Rosalind Barley <b>Action Steps:</b> Move advocacy courses to STAAR Review and College Skill Building in the Master Schedule  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> The Hub; Achieve 3000; Mastery Prep for TSI, Kahan Academy - 1991020001 - General Fund - High School Allotment - 6300 - Supplies and Materials - \$20,000				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
Student Learning
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

### School Processes & Programs

**Problem of Practice 1:** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. **Root Cause:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

**Measurable Objective 2:** MATH-During the 2021-2022 school year, WHS will increase the number of First time testers meeting Approaches from ALG1 35% to 43%.

**Evaluation Data Sources:** STAAR ALG1 SPRING 2022

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hire tutors for interventions throughout the school day and on Saturdays. <b>Strategy's Expected Result/Impact:</b> Improved STAAR Algebra I scores <b>Staff Responsible for Monitoring:</b> Mar Azcarraga <b>Action Steps:</b> Hire contracted tutors  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Tutors - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$45,000	Formative			Summative
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

➔

Continue/Modify

✗

Discontinue

### Measurable Objective 2 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
Student Learning
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
School Processes & Programs
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

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

**Goal 1:** During the 2021-2022 school year, WHS will increase the number of students meeting criteria for CCMR from 68% to 71% by August 2022.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent





**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 - 480 and Math - 530 from 68% to 71% in 11th and 12th student groups and by at least 3% in demographic and sub groups.

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students completing TSI readiness in both reading and math prior to August 2022.  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.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction and Associate Principal  Assistant Principals  School Counselors  Department Chairpersons  Career Pathways Teacher Leaders  Graduation Coach  Co Inclusion and General education Teachers</p> <p><b>Action Steps:</b> 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.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> Assistant Principal, Counselors, Registrar, Graduation Lab Coach and interventionist will utilize CCMR analyzer, graduation trackers and checklist in order to identify credits needed for graduation, endorsement, and CCMR. Students who at risk for failing and/or have failed will receive the appropriate credit recovery sections, grad lab courses, virtual credit recovery or alternates in order to earn the opportunity to regain credit.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Graduation rate  Increase the number of students meeting at least one CCMR indicator  Improve SAT/ACT/TSI Performance Rate  Student Growth and Academic Achievement as measured by college readiness standards</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principals  Instructional Support Staff  Interventionist  School Counselors  Special Education Chairperson and Case Managers</p> <p><b>Action Steps:</b> Conduct internal audits at three intervals throughout the school year.</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





### Measurable Objective 1 Problems of Practice:

Demographics
<p><b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.</p>
Student Learning
<p><b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.</p>
School Processes & Programs
<p><b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.</p>

**Measurable Objective 2:** Ensure that 100% of students in grades 9-12 receive access to individualized College & Career Counseling at least once per semester during the 2021-2022 school year.

**Evaluation Data Sources:** Naviance  
CoPilot Platform  
District and Campus Reports

## HB3 Board Goal

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each student should receive access to individualized College &amp; Career Counseling at least once per semester. All seniors will meet, individually, with Waltrip's College &amp; Career Advisor, at least once, during the 2021-2022 school year. The College &amp; Career Advisor will schedule individual conferences/parent meetings throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Assist students in planning for their future after graduation.            Assist students in determining their career goals.            Advise both students and parents on how to achieve their goals.            Collaborate with faculty to help students achieve their goals.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals            College &amp; Career Advisor            Graduation Coach</p> <p><b>Action Steps:</b> The College &amp; Career Advisor will schedule individual conferences/parent meetings throughout the school year.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Parent Outreach - 1991020003 - General Fund - Magnet Program - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





## Measurable Objective 2 Problems of Practice:

Demographics
<p><b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.</p>
Student Learning
<p><b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.</p>
School Processes & Programs
<p><b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.</p>

**Measurable Objective 3:** During the 2021-2022 school year, WHS will increase the number of Industry Certifications from 28% 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			
<p><b>Strategy 1:</b> All students in a CTE Program of Study will earn an industry certification before graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students earning industry certification before graduation.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Administrator School Counselors Department Chairpersons Career Pathways Teacher Leaders Graduation Coach Co Inclusion and General education Teachers</p> <p><b>Action Steps:</b> 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.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Work based experiences - 1991010005 - General Fund - Career &amp; Tech Ed (CTE) - 6200 - Contracted Services - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Measurable Objective 3 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
Student Learning
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
School Processes & Programs
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

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

**Goal 2:** 90% graduation rate including four, five, and six year graduates with at least 71% of graduates meeting at least one CCMR indicator.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

**Measurable Objective 1:** Individual student scheduling/academic plan based on credits need to next grade level and/or graduation including earning CCMR indicator and demonstrating college and career readiness in both reading and math.

**Evaluation Data Sources:** CCMR Rate

Graduation Rate

Student Achievement





Student Growth Rate

PGP

Student Transcripts

Student Schedule

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Partner with City of Houston truancy prevention <b>Strategy's Expected Result/Impact:</b> Increased student attendance at 9th grade <b>Staff Responsible for Monitoring:</b> A. Moore and Ms. Bush <b>Action Steps:</b> Implementation of Google Student Tracker; Home Visits; Increased student and family counseling  <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 1 Problems of Practice:**

Demographics
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
Student Learning
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

### School Processes & Programs

**Problem of Practice 1:** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. **Root Cause:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

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

**Goal 1: CLOSING THE GAPS** - On the 2021-2022 STAAR and STAAR Alternate, Waltrip High School will continue to work towards closing the achievement gap for all students in all subgroups and all sub populations. All subgroups will achieve at 70% or above and Hispanic, African-American and Economically Disadvantaged students, specifically will each increase from 38% to 58% or higher on STAAR.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

**Measurable Objective 1:** Collaborative Professional Learning Communities Content Area Teams (CAT) will meet weekly to implement researched-based best practices, differentiated instruction strategies, design common assessments, monitor students' progress, design six weeks deeper learning experiences, design specific interventions based on students needs of additional academic support, and interactive activities.

**Evaluation Data Sources:** Data Disaggregated - STAAR, Common Assessment, Diagnostics Assessments, BOY, MOY, EOY, etc.

A4E Dashboard

OnTrack

Apex Learning Management System

itslearning Management System

SWAT and Learning Targets - Standards Based and Performance Based targets

Surveys





SPARK Camps

PLC Agendas, meeting notes, and follow-up

3DE -junior Achievement

**HB3 Board Goal**



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Daily before and after school teacher-led seminar and interventions to support academic skills needed to demonstrate academic achievement and progress across content areas especially in reading, writing, and math focusing on gaps learners may have due to COVID -19 pandemic to inhibit success in closing achievement gaps and demonstrating college and career military readiness (CMMR) and TSIA (Texas Success Initiative Assessment) readiness in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students completing TSI readiness in both reading and math prior to August 2022.            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.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction and Associate Principal            Assistant Principals            School Counselors            IAT Campus Liaison            Department Chairpersons            Career Pathways Teacher Leaders            Graduation Coach            Co Inclusion and General education Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Academic Interventions - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Measurable Objective 1 Problems of Practice:

Demographics
<p><b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.</p>
Student Learning
<p><b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.</p>

## School Processes & Programs

**Problem of Practice 1:** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. **Root Cause:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

**Measurable Objective 2:** Collaborative Professional Learning Communities (PLC) from CollegeBoard and the HADV curriculum including the Webb's DOK into practice with Hess Cognitive Rigor Matrix to vary levels of depth of knowledge for students to apply their understanding, demonstrate students learning by content, product and process across the campus in all HADV and Advanced Placement courses.





**Evaluation Data Sources:** Khan Academy

SAT and Collegeboard data

OnTrack - common and/or campus based assessments

SWAT and Learning Targets - Standards Based and Performance Based targets

### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All professional staff will receive training in the Webb's DOK with Hess Cognitive Rigor Matrix and high-yielding instructional strategies including differentiated instruction and intervention and brain based learning. <b>Strategy's Expected Result/Impact:</b> Teachers training will effectively implement their professional learning experiences to improve student outcomes and academic progress across content areas. <b>Staff Responsible for Monitoring:</b> Academic Dean and Associate Principal Assistant Principals Department Chairpersons/Lead teachers Career Pathways teacher Specialist College and Career Access Coordinators School Counselors  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Professional Development for Professional Staff - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$25,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

### Measurable Objective 2 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
Student Learning
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
School Processes & Programs
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

**Measurable Objective 3:** Campus-wide professional development focusing on high-yielding instructional strategies which impact student outcomes in reading, writing, speaking, thinking, and listening for all content areas and all subgroups and subpopulations.

**Evaluation Data Sources:** Data Disaggregated

Special populations data

Walkthroughs/Observations

Instructional Rounds

A4E, OnTrack, Renaissance

Khan Academy, Achieve 3000, Imagine Math

Survey - Perception Data students, staff and parents

**HB3 Board Goal**

## **Board Goal 5: N/A - Board Goals**

**Goal 1: ATTENDANCE** - By improving communication with students and parents, supporting students get on track when they have missed school and/or class, increasing student engagement in the classroom settings, and implementing teacher attendance referral system, we will increase the attendance rate from 91.3 % to 95.1% during the 2021-2022 school year.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

**Measurable Objective 1:** Increase grade level attendance by 0.8 % each grading cycle by identifying the root cause of absenteeism. Based on the root causes, such as health, mental illness, family issues, economic factors, or other causes, we will create and maintain necessary supports for students to be successful in their learning.

**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**

**Measurable Objective 2:** Weekly DRIP meeting to determine number of students not logging in the HUB/attending classes and to address low student attendance on a timely manner. This will in turn increase student attendance and reduce failure rate.

**Evaluation Data Sources:** Daily reports from Power Teacher Pro, Weekly attendance reports, Teacher attendance referral, Parent Conferences, and A4E data reports. Checkpoints at the end of each instructional grading cycle. Parents and students feel supported in all aspect of the 2021 -2022 school year. Parental involvement increases via phone call and virtual conferences. The total weekly attendance rate of the school is at least 94 % or higher.

### **HB3 Board Goal**

## Board Goal 5: N/A - Board Goals

**Goal 2: DISCIPLINE** - Decrease in-school suspensions by 10% from the previous two school years by Building Strong Positive Relationships (BSPR), practicing Restorative Justice (RJ) and Discipline in the Secondary Classroom (DSC).

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach





**Measurable Objective 1:** Significantly lower disciplinary incidents by implementing school wide system and set of behavioral expectations in place and understood by the majority of teachers, students, staff, and administrators and signage posted in halls, classroom, 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.

At the end of the 2021-2022 school year, the discipline referrals will be reviewed to determine the percent of referrals, actions taken and root causes.

### HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> Collaborative grade level discipline meetings and implementation of Safe and Civil Schools strategies <b>Strategy's Expected Result/Impact:</b> lowered discipline rates of level 3 and 4 <b>Staff Responsible for Monitoring:</b> grade level administrators <b>Action Steps:</b> Implement Safe and Civil Schools strategies  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>Funding Sources:</b> Professional Development - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$2,000				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
Student Learning
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

## School Processes & Programs

**Problem of Practice 1:** As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. **Root Cause:** A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

**Measurable Objective 2:** Decrease in-school and out-school suspension for special education students by 10% by 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.

Behavioral management plans updated in three-week intervals.

At the end of the 2021-2022 school year, the special education disciplines data will be reviewed to determine the effectiveness.

### HB3 Board Goal

**Measurable Objective 3:** Decrease in-school suspensions by 15% by Building Strong Positive Relationships (BSPR), practicing Restorative Justice (RJ) and Discipline in the Secondary Classroom (DSC).

**Evaluation Data Sources:** Weekly reports, monthly trend data, and debriefing by campus discipline committee during the third week of each month.

Weekly Reports

Monthly Trend Data

Review of data tracking and implementation of interventions based on student needs in three weeks intervals.

### HB3 Board Goal

## Board Goal 5: N/A - Board Goals

**Goal 3: VIOLENCE PREVENTION** - Waltrip will decrease in-school suspensions by 15% by Building Strong Positive Relationships (BSPR), practicing Restorative Justice (RJ) and Discipline in the Secondary Classroom (DSC). Waltrip will create a highly effective and efficient pyramid of social-emotional interventions and additional supports 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

**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 supports.

**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 to manage their behaviors even when they are upset.

Data systems track all discipline referrals and interventions. Teacher team structure exist to identify students with significant behavioral and learning challenges.





### HB3 Board Goal

**Measurable Objective 2:** Create a student intervention team to support students in crisis. 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 modifications plans.

Core interventions that occur primarily in the classroom.

### HB3 Board Goal

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Build stronger relationships with FACE through parent engagement representative. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement making a positive impact on students. <b>Staff Responsible for Monitoring:</b> Kathryn Creech <b>Action Steps:</b> Minimum of seven parental outreach activities throughout the school year.  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> PER - 2110000000 - Title I Basic Programs - 6100 - Payroll - \$25,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

## Measurable Objective 2 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
Student Learning
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
School Processes & Programs
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.



## **Board Goal 5: N/A - Board Goals**

**Goal 4: SPECIAL EDUCATION** - For the 2021-2022 school year, the percentage of students meeting the ARD expectations will be at or above 75%. Reading Target. Overall academic achievement of subgroups must improve from 39% to 47%. EL and Special education must improve from 14% to 29% and from 17% to 19%. Math Target. All subgroups must improve. Overall academic achievement must improve from 35% to 46%. The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between 1) economically and non-economically disadvantaged student groups, 2) African-American and White student groups, 3) Hispanic and White student groups, 4) English Learners (ELs) and non-English Learners (non-ELs), and 5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from from the spring 2019 to an average of 25.3 percentage points in spring 2022. Monitoring of student performance for all groups.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** 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 and utilize graphic organizers at least 50% of the instructional time.

**Evaluation Data Sources:** Each grading period, student progress on TEKS will be monitored and reviewed.  
Results of STAAR EOC and/or STAAR Alt assessments will be reviewed to determine if the ARD objectives were met.

### **HB3 Board Goal**

**Measurable Objective 2:** Co teachers and General Education teachers will design, plan and implement IEPs and individualized goals for students to demonstrate academic progress to close the gap as compared to their non-special education students.

**Evaluation Data Sources:** Review of IEPs  
Designing, planning, and lesson/unit plans and individualized learning goals by each grading period to monitor and review student progress.

### **HB3 Board Goal**

**Board Goal 5:** N/A - Board Goals

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

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

**Board Goal 5:** N/A - Board Goals

**Goal 6: PARENT and COMMUNITY ENGAGEMENT** - For the 2021-2022 school year, the percentage of parent and community members attending parent engagement opportunities and/or PTO meeting and/or learning sessions will increase by 8%.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

**Measurable Objective 1:** Improve students' reaction and behavioral responses in the academic learning environment, the Principal will schedule monthly Coffee with The Principal meetings with the assistance of the Parent Engagement Representative. The PER will utilize social media platforms to disseminate information about meeting times and dates.

**Evaluation Data Sources:** At the end of the school year of the first semester, the percentage of parents and community members attending parent engagement opportunities such as parent university of P.E.N. ( Parent Engagement Night) or PTO meetings or learning session will be reviewed to determine progress.

At the end of the school year, the percentage of parents and community members attending, participating, or interacting in in-person or virtual meeting will be reviewed to determine if the objective was met.

**Measurable Objective 2:** In 2021-22, increase parental involvement in school meetings and parent education events 100% over 2020-2021., by proving a variety of methods and in appropriate language to communicate opportunities for parent and community involvement throughout the school year.

**Evaluation Data Sources:** Social Media  
School Messenger  
Participation with F.A.C.E to facilitate events.

## Board Goal 5: N/A - Board Goals

### Goal 7: MANDATED HEALTH SERVICES

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





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

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

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

Estimated number of students to be screened:

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> Increase safety on campus in order to facilitate the instructional program. <b>Strategy's Expected Result/Impact:</b> Number of COVID cases will be efficiently managed to facilitate continuous instruction. <b>Staff Responsible for Monitoring:</b> Deletea Bradley <b>Action Steps:</b> Implementation of campus quarantine tracker and temporary inline learning dashboard.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

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

Estimated number of students to be screened:

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

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

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

Estimated number of students to be screened:

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

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

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

Estimated number of students to be screened:

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

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

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

Estimated number of students to be screened:

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

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

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

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

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

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

Number of AEDs on campus:

**Board Goal 5:** N/A - Board 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.

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

**Measurable Objective 1:** School Nurse, Campus Safety Team, Wellness Team, Health Teachers, and Health Science Technology (CTE) teachers will work collaborate to provide awareness, health prevention and health promotion for students, teachers, support staff, parents, and community members to prevent the spread of infection.

**Evaluation Data Sources:** Public Service Announcements

School Messenger

Campus Perception Data

At the end of the school year survey.

**Board Goal 5:** N/A - Board Goals

**Goal 9:** OTHER UNMET (If applicable)

**Board Goal 6:** House Bill 4545 Accelerated Learning The percentage of students receiving accelerated instruction practices during the 2021-2022 school year for all students, based on results from the Spring 2021. Accelerated instruction will be provided at a high level supplemental instruction to reduce the number of students retesting the STAAR EOCs will decrease by 10% from the fall 2021 to spring of 2021 and will decrease by 10% from spring 2021 to spring 2022.

**Goal 1:** Deliver targeted TEKS aligned instruction across all grade levels and content areas in addition to instruction normally provided to students in the content courses which the student is currently enrolled. The accelerated learning is designed to assist students in achieving satisfactory performance on STAAR , PSAT, SAT, ACT, or TSIA or Advanced Placement assessments.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

**Measurable Objective 1:** To provide supplemental instruction which is required by HB 4545 in order to accelerate student learning by prioritizing content and support which address the missing content and/or skills that students need.

**Evaluation Data Sources:** STAAR EOC Assessments

Tiered Instruction

Apex Learning

**HB3 Board Goal**

**Measurable Objective 2:** Utilize school-wide intervention period during the school day, to provide individualized and small group support by data-disaggregation to make instructional decisions to identify students who need additional support, remediation and enrichment.

**Evaluation Data Sources:** OnTrack

Lead4ward

State and District Assessments

STAAR EOC

Bilingual/ESL





Special Education

Master Schedule

Job-Embedded Professional Development

**HB3 Board Goal**



Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Change the format of schoolwide intervention periods by adding a student accountability measure to them; Increase teacher job-embedded professional development opportunities. <b>Strategy's Expected Result/Impact:</b> Fewer students needing Tier 2 and Tier 3 instruction. <b>Staff Responsible for Monitoring:</b> Joyce Rogers, Mar Azcarraga, Aaron Vasquez; Adrienne Bykowicz <b>Action Steps:</b> Local credit intervention courses; SIOP strategies in the classrooms; formative assessment data review and action steps; increased opportunities for job-embedded professional development.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

## Measurable Objective 2 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
Student Learning
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.
School Processes & Programs
<b>Problem of Practice 1:</b> As a school faculty embarks on the Working on the Work journey many issues are raised on how our faculty and staff can be more transformative culture. One major issue which stands out is student engagement. <b>Root Cause:</b> A more systemic approach to developing trust with teacher and staff must be implemented in order to work on the work in order for students to be more apt to respond to the work that teachers design.

**Board Goal 6:** House Bill 4545 Accelerated Learning The percentage of students receiving accelerated instruction practices during the 2021-2022 school year for all students, based on results from the Spring 2021. Accelerated instruction will be provided at a high level supplemental instruction to reduce the number of students retesting the STAAR EOCs will decrease by 10% from the fall 2021 to spring of 2021 and will decrease by 10% from spring 2021 to spring 2022.

**Goal 2:** Monitor results and progress through various data tracking systems and offer high-impact tutoring programs for student progress.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

# State Compensatory

## Budget for 015 Waltrip High School

**Total SCE Funds:** \$293,243.59

**Total FTEs Funded by SCE:** 5

### 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	Tchr, Math	1
Haponik, John F	Tchr, English	1
Horst, Angela K	Tchr, Science	1
Lowe, Jonathan D	Tchr, Science	1
Simi, Emily Nicole	Tchr, Math	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by campus administrators and approved by the principal. Domain 1 projected rating equals a B, Domain 2 projected rating based on part B: relative performance details equaled a B, and Domain 3 projected rating equaled a B. Our overall projected rating as a campus equals a B. We received a distinction designation for Post-Secondary Readiness. One of our campus goals includes continuing to earn the Post-Secondary Readiness distinction, and as well as earning three or more additional distinction designation for the 2020-21 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.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: school leaders and administrators contributed to the research, data input, and content of the school improvement 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, Renaissance 360, Achieve 3000; monitoring of assessment data in intervention periods.

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

The SIP is available to parents in the following locations:

The SIP was made available to parents by:

We provide the SIP to parents in the following languages:

- English
- Spanish

## **2.4: Opportunities for all children to meet State standards**

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

- SPARK Camp: August 2-August 13 (10 days-55 hours) STAAR re-testers, Credit Recovery, Attendance Recovery, Special Education
- SPARK Camp: December 20-21 (2 days-11 hours) STAAR First time testers, Credit Recovery, Attendance Recovery, Special Education
- SPARK Camp: March 14-16 (3 days- 16.5 hours) Credit Recovery, Attendance Recovery, Special Education
- Saturday Camp: September 25-December 11 (10 days-30 hours) 9th graders who failed Reading and/or Math in 8th grade
- Advocacy Period: 35 minute block T-R (approx. 120 days-70 hours) Intensive intervention for re-testers prioritizing Alg1 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:

- 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: 35 minute block T-R (approx. 120 days-70 hours) Intensive intervention for re-testers prioritizing Alg1 and Eng2

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

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

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

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

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

- Parent -

- SDMC Member
- Teachers
- Campus Teacher Leaders (Dept. Chairs)
- English, Spanish

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:

- Parent University-(Scarborough HS)
- Parent Engagement Night
- Open House
- School Marquee

### **3.2: Offer flexible number of parent involvement meetings**

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

- Meeting #1 - Sept. 1
- Meeting #1 Alternate -Sept. 3
- Meeting #2 -Sept. 7
- Meeting #2 Alternate - Sept. 10
- Meeting #3 - Sept. 21
- Meeting #3 Alternate - Sept. 24
- Meeting #4 - Sept. 28
- Meeting #4 Alternate -Sept. 30

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Clifton Morris	English Teacher, Class Size Reduction	ELA	2110000000
Crystal Duffy	English Teacher	ELA	2110000000
Darcy Ruffino	Intervention Teacher	Intervention	2110000000
Kathryn Creech	Parent Engagement Representative	Parent Engagement	2110000000
Linda Morales	Teacher, Class Size Reduction	ELA	2110000000

# Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	1	Professional Development	6200 - Contracted Services	\$2,000.00
Sub-Total						\$2,000.00
1991010004 - General Fund - State Comp Ed						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	1		6100 - Payroll	\$25,000.00
Sub-Total						\$25,000.00
1991010005 - General Fund - Career & Tech Ed (CTE)						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	1	Work based experiences	6200 - Contracted Services	\$6,000.00
Sub-Total						\$6,000.00
1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Instructional materials	6300 - Supplies and Materials	\$7,000.00
Sub-Total						\$7,000.00
1991020001 - General Fund - High School Allotment						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1	Composition Books; Achieve 3000	6300 - Supplies and Materials	\$20,000.00
2	1	1	1	The Hub; Achieve 3000; Mastery Prep for TSI, Kahan Academy	6300 - Supplies and Materials	\$20,000.00
Sub-Total						\$40,000.00
1991020003 - General Fund - Magnet Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	1	Parent Outreach	6300 - Supplies and Materials	\$5,000.00
Sub-Total						\$5,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	1	Tutors	6200 - Contracted Services	\$45,000.00
4	1	1	1	Academic Interventions	6100 - Payroll	\$15,000.00



2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	1	Professional Development for Professional Staff	6100 - Payroll	\$25,000.00
5	3	2	1	PER	6100 - Payroll	\$25,000.00
<b>Sub-Total</b>						\$110,000.00
<b>Grand Total</b>						\$195,000.00

# Addendums

# WALTRIP HISTORICAL DATA

Alg	Approaches	Meets	Masters
<b>2021</b>	<b>35</b>	<b>7</b>	<b>2</b>
2019	66	35	9
2018	70	27	10
2017	61	21	7
2016	72	13	
2015	65	5	
2014	75	9	
2013	64	3	

Bio	Approaches	Meets	Masters
<b>2021</b>	<b>67</b>	<b>33</b>	<b>9</b>
2019	80	51	16
2018	78	46	11
2017	79	54	13
2016	88	12	
2015	83	9	
2014	91	5	
2013	86	5	

E1	Approaches	Meets	Masters
<b>2021</b>	<b>54</b>	<b>32</b>	<b>5</b>
2019	56	40	2
2018	53	29	2
2017	61	40	4
2016	48	1	
2015	41	1	
2014	57	4	
2013	63	4	

E2	Approaches	Meets	Masters
<b>2021</b>	<b>56</b>	<b>42</b>	<b>2</b>
2019	58	41	2
2018	44	28	2
2017	52	35	2
2016	51	2	
2015	54	2	
2014	55	2	
2013	69	17	

Us	Approaches	Meets	Masters
<b>2021</b>	<b>83</b>	<b>55</b>	<b>26</b>
2019	87	65	32
2018	83	58	24
2017	83	46	17
2016	85	15	
2015	79	15	
2014	88	11	
2013	63	4	

	2021 APPROACHES				
	A	B	E1	E2	US
ALL	35	67	54	56	83
H	36	66	53	55	81
AA	26	65	48	53	87
W	35	68	75	91	100
LEP	22	43	26	26	49
SE	23	53	23	32	52

2020 SRING NOT AVAILABLE

	2019 APPROACHES				
	A	B	E1	E2	US
ALL	66	80	56	58	87
H	63	79	56	64	84
AA	56	83	56	64	95
W	64	85	66	86	97
LEP	53	55	13	19	61
SE	36	51	10	23	66

	2018 APPROACHES				
	A	B	E1	E2	US
ALL	70	78	53	44	83
H	72	78	51	39	79
AA	59	75	48	53	87
W	81	97	85	85	100
LEP	54	43	12	7	46
SE	35	49	10	14	72

	2017 APPROACHES				
	A	B	E1	E2	US
ALL	61	79	49	52	83
H	59	75	46	50	79
AA	64	88	50	47	90
W	82	93	78	75	92
LEP	33	46	17	9	54
SE	33	55	7	12	59

	2016 MET				
	A	B	E1	E2	US
ALL	72	89	48	51	84
H	74	88	47	49	85
AA	59	87	45	52	78
W	83	94	63	75	91
LEP	69	72	10	7	47
SE	38	62	21	16	67

	2015 MET				
	A	B	E1	E2	US
ALL	65	83	41	54	79
H	63	82	40	51	77
AA	65	87	39	49	79
W	77	89	62	83	93
LEP	41	61	8	8	46
SE	28	52	6	21	55

	2014 SATISFACTORY				
	A	B	E1	E2	US
ALL	75	91	57	55	88
H	76	90	54	50	86
AA	67	95	56	65	93
W	86	100	90	80	96
LEP	61	77	21	6	46
SE	38	75	32	2	57

# WALTRIP HISTORICAL DATA

FALL Appr.					
	A	B	E1	E2	US
2020	45/16%	44/30%	130/32%	87/22%	10/30%
2019	114/32%	70/33%	250/21%	197/19%	30/30%
2018	135/9%	111/23%	256/18%	243/21%	37/19%
2017	135/10	66/12	218/13	197/11	33/12
2016	84/27	42/29	218/20	182/26	42/48

SPRING	ALL STD				
	A	B	E1	E2	US
2021	327/35%	398/67%	447/54%	514/56%	416/83%
2019	512/63%	584/80%	703/56%	665/58%	444/87%
2018	548/70	581/78	714/53	593/44	262/83
2017	419/61	463/79	575/49	528/52	240/83
2016	387/72	413/89	562/48	521/51	472/84

SPRING	FIRST T.				
	A	B	E1	E2	US
2021	296/37%	374/70%	369/61%	445/60%	410/84%
2019	489/72%	451/88%	349/74%	353/70%	376/90%
2018	442/76	526/85	535/64	435/55	240/87
2017	350/68	423/83	418/61	394/63	211/86
2016	327/78	395/90	430/55	412/59	432/88

SPRING	RETEST				
	A	B	E1	E2	US
2021	31/13%	24/17%	78/22%	69/29%	6/33%
2019	32/31%	19/26%	41/22%	35/21%	10/40%
2018	106/42	55/18	179/18	158/13	22/41
2017	69/23	40/33	157/18	134/20	29/55
2016	60/43	18/50	132/23	109/21	40/48

SUMMER					
	A	B	E1	E2	US
2021					
2019	83/22%	51/12%	161/9%	123/11%	24/17%
2018	71/27	41/32	147/18	88/24	18/17
2017	66/14	36/19	128/9	82/15	12/33

Grade					
Level	Total	EL	% EL	Monitored	Former
9	569	117	21	59	69
10	497	82	16	36	114
11	490	69	14	18	145
12	386	53	14	25	102
Total	1,842	321	17	138	430

2019-2020

## 2019-2020 Waltrip HS Formative Data

CBA1	#	%	CBA2	#	%
Eng1	277	72.45	Eng1	428	171-175-74-8
Eng2	305	65.47	Eng2	302	75-175-48-4
Eng3	259	48.41	Eng3	278	38-55-94-91
Eng4	275	72.44	Eng4	257	113-95-38-11
Alg1	412	52.45	Alg1	412	47.15
Bio	503	61.63	Bio	503	70.6
US	397	50.3	US	376	60.97

CBA3	#	%	CBA4	#	%
Eng1	428	74	Eng1	424	70
Eng2	302	67	Eng2	362	73.39
Eng3	325	57.62	Eng3	315	68.71
Eng4	240	81.38	Eng4	235	78.33
Alg1	390	53	Alg1		
Bio	445	50.84	Bio	455	69.99
US	397	69.33	US	371	67.19

19-20	TELPAS			
Increase	1 level	2 level	3 level	1+level
9	37%	5%	0	42%
10	28%	0	0	28%
11	27%	0	0	27%
12	40%	0	0	40%

# WALTRIP HISTORICAL DATA

2020 AP Score Analysis

TEST	#TESTED	5	%	4	%	3	%	2	%	1	%	Q5	%Q5	%N5	AVG
Art Draw	12	0	0	3	25	4	33	5	42	0	0	7	75	89	2.83
Art Hist	30	2	7	2	7	15	50	5	17	6	20	19	63	69	2.63
Bio	53	0	0	5	9	9	17	31	58	8	15	14	26	59	2.21
Cal	19	0	0	0	0	3	16	9	47	7	37	3	16	62	1.79
Chem	12	0	0	0	0	0	0	2	17	10	83	0	0	57	1.17
Eng. Lang	92	2	2	3	3	25	27	39	42	23	25	30	32	62	2.15
Eng. Lit	68	0	0	2	3	16	24	24	35	26	38	18	26	60	1.91
Env. Sci	18	0	0	0	0	2	11	3	17	13	72	2	11	53	1.39
Fren	1	0	0	0	0	0	0	0	0	1	100	0	0	83	1.00
Macro Eco	44	0	0	0	0	2	5	11	25	31	70	2	5	63	1.34
Phy	22	0	0	1	5	1	1	5	23	15	68	2	10	52	1.45
Psy	23	1	4	8	35	3	13	3	13	8	35	12	52	70	2.61
Research	17	0	0	3	18	7	41	7	41	0	0	10	58	73	2.76
Seminar	34	0	0	2	6	8	24	14	41	10	29	10	29	81	2.06
Span Lang	34	3	9	9	26	15	44	4	12	3	9	27	79	80	3.15
Span Lit	3	0	0	1	33	2	67	0	0	0	0	3	100	76	3.33
Stat	40	2	5	2	5	8	20	11	28	17	43	12	30	60	2.03
Govt	60	1	2	1	2	12	20	17	28	29	48	14	23	57	1.80
US Hist	63	1	2	3	5	3	5	15	24	41	65	7	11	59	1.54
W. Hist	82	0	0	2	2	9	11	31	38	40	49	11	13	60	1.67
Total	664	12	.02	47	.07	144	22	236	36	288	43	203	31	66.25	2.04

Subject	2018	2019	2020	Change
Art Hist	41%	33.82%	75%	1.18%
Biology	10%	10.71%	26%	15.29%
Calculus AB	17.5%	17.50%	16%	-1.5%
Chemistry	0%	0.00%	0%	0%
English Lang	23%	23.16%	32%	8.84%
English Lit	2.5%	2.53%	26%	23.47%
Envir. Sc	0%	0.00%	11%	11%
French	-	NA	0%	NA
Macroeconomics	2.1%	2.17%	5%	2.0%
Physics	2.59%	2.60%	10%	7.40%
Psychology	-	NA	52%	NA
Research	-	NA	58%	NA
Seminar	40%	40.00%	29%	-11.0%
Spanish Lang	74%	76.92%	79%	2.08%
Spanish Lit	-	NA	100%	NA
Statistics	52.6%	52.63%	30%	-2.63%
Studio Art	66.6%	66.67%	63%	-3.67%
US Government	3.75%	3.75%	23%	19.25%
US History	23.75%	23.75%	11%	-2.75%
World History	29.1%	29.17%	13%	-6.17%

	DLA				
Avr.corret	English I (54%) App/Meet/Master	English II (60%) App/Meet/Master	Algebra 1 (40%) App/Meet/Master	Biology (45%) App/Meet/Master	US History (51%) App/Meet/Master
Waltrip21	15% / 22% / 2%	14% / 32% / 6%	38% / 6% / 3%	34% / 23% / 2%	27% / 19% / 11%
HISD21	16% / 22% / 3%	15% / 28% / 2%	33% / 14% / 12%	29% / 17% / 6%	30% / 21% / 12%
Waltrip20	38%	58%	49%	41%	54%
HISD20	58%	58%	50%	48%	56%

	MOCK				
Avr.corret	English I (44%) App/Meet/Master	English II (48%) App/Meet/Master	Algebra 1 (32%) App/Meet/Master	Biology (57%) App/Meet/Master	US History (69%) App/Meet/Master
Waltrip21	32% / 7% / 5%	33% / 10% / 10%	14% / 2% / 14%	25% / 15% / 21%	15% / 17% / 44%
HISD21	33% / 11% / 6%	34% / 16% / 10%	19% / 9% / 14%	18% / 12% / 31%	26% / 15% / 28%
Waltrip21	44.19	48.33	32.50	57.83	69.94
HISD21	47.90	53.24	48.05	60.11	63.06