Houston Independent School District

018 Wheatley High School

2022-2023 Campus Improvement Plan

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Needs Assessment Overview Summary

Based upon data, our priority needs are to increase in all areas of achievement by 10%, increase 15% in growth points earned in ELA and Math, and improve the language proficiencies of our English Language Learners by showing evidence in meeting the TELPAS Target of 50%. As it relates to CCMR (College, Career, and Military Readiness), we are doing well in career readiness by significantly improving the #s of our scholars receiving industry-based certifications through the many Career Pathways we offer here Phillis Wheatley and with our partner, Barbara Jordan High School. (Information Technology, Auto Tech, Culinary Arts, Welding, Health and Medical Services, and others) However, we must continue to improve in college readiness. Despite doing well in their classes, many of our scholars did not score well on TSI, SAT, ACT or Advanced Placement TEsts. Thus, we must increase the rigor in our classrooms by building the capacity and efficacy of our teachers so that they will prepare our scholars for these college entry exams. We will do this primarily by utilizing our PLCs for collaborative planning. Thus, we will work closely with our teacher development specialists and coaches to plan to develop the strongest lessons. This will enable backward design planning, which will help align and strengthen lessons taught in the classroom. Instructional support personnel will be consistent with using data in PLCs in an ongoing manner for corrective instruction action planning. Additionally, we must better serve our English Language Learners to acquire the language and grow in their proficiency. We will improve this by incorporating the English Language Proficiency Standards into literacy routines and implementing Seidlitz best practices. Finally, to improve our instruction serving our Special Education scholars, we are intentional this year in inclusion teachers collaborating with cooperating teachers to better differentiate instruction based on scholars' needs. As a result, we will see true team teaching in the room. Also, designated supports are being used a the beginning of the year, so scholars will be able to take full advantage of these resources to help them be successful. As an instructional leadership team, we will conduct walkthroughs and observations to ensure these lessons' effective execution and delivery.

Demographics

Demographics Summary

Phillis Wheatley High School serves a diverse student population of approximately 637 scholars: 49% African American, 51% Hispanic/Latino. We have an international population that serves scholars born in Africa, Central, and South America. Economically Disadvantaged 94%; Special Education population is 19%; ESL population of 18.3%; GT at 3%; Mobility Rate at 24.5%, and Attendance Rate at 91%

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

Demographics Strengths

Despite receiving an F rating for many years Phillis Wheatley had some great gains compared to the prior school year. In Domain 1, Wheatley improved +7 points from 50-57. In Domain 2, there was a 6-point improvement from 62 to 68. In Domain 3, Wheatley improved 20 points from 30 to 50. Wheatley's overall score was a 78. Specifically, looking at 2021-2022 academic achievement in:

Algebra 1 STAAR Data - Spring 2022   **Algebra 1 - All Students**

TESTED	DNM	Approaches	Meets	Masters
225	101/45%	124/55%	42/19%	14/6%

U.S. History STAAR Data - Spring 2022   **History - All Students**

TESTED	DNM	Approaches	Meets	Masters
165	36/22%	129/78%	73/44%	30/18%

Biology STAAR Data - Spring 2022   **Biology - All Students**

TESTED	DNM	Approaches	Meets	Masters
267	98/37%	160/63%	63/24%	12/4%

ENG I

Tested = 281   DNM 185 (66%)   Approaches 96 (36%)

Tested	DNM	Approaches	Meets	Masters
281	185 (66%)	96 (36%)	65 (23%)	6 (2%)

ENG 1 Re-testers

Tested = 86   DNM = 76 (88%)   Approaches =24 (12%)

Re-tested	DNM	Approaches	Meets	Masters
86	76 (88%)	24 (12%)	5 (6%)	0

ENG I First Time Testers

Tested = 195   DNM = 109 (56%)   APPROACHES = 86 (44%)

Tested	DNM	Approaches	Meets	Masters
195	109 (56%)	86 (44%)	60 (31%)	6 (3%)

ENG II

Tested = 220   DNM = 126 (57%)   Approaches = 94 (43%)

Tested	DNM	Approaches	Meets	Masters
220	126 (57%)	94 (43%)	54 (25%)	1 (0%)

ENG 2 Re-testers

Tested = 71   DNM = 55 (77%)   Approaches 16 = (23%)

Re-tested	DNM	Approaches	Meets	Masters
71	55 (77%)	16 (23%)	6 (8%)	0

ENG 2 First Time Testers

Tested = 149   DNM = 71 (48%)   Approaches =78 (52%)

Tested	DNM	Approaches	Meets	Masters
149	71 (48%)	78 (52%)	48 (32%)	1 (1%)

Problems of Practice Identifying Demographics Needs

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

meets the rigor aligned to the assessed curriculum.

Problem of Practice 2: For the past 3 years the percentage of students scoring meets or better in mathematics has improved from 11% four years ago, to 27% three years ago to 34% in the 2018-2019 school year. However, the 2020-2021 school year we digressed to 15% meets dropping 19%. Although there was an increase, these results still fall short of the numbers that we need to meet State expectations. **Root Cause:** The 2-22 school academic year provided teachers with the difficulties of a teaching balance from the virtual settings. Students in the lack the motivation to learn and have gone from a situation where the primary source for learning shifted.

Problem of Practice 3: Processes and procedures executed such as "PLC", conferring with scholars, and completing the student work, lacked consistent implementation. **Root Cause:** High teacher turn over.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements 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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: All scholars will show exponential growth on the English I and English II STAAR EOC's and increase performance by 11% in Approaches, Meets, and Masters.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: At a minimum 55% of all first-time testers will score at the Approaches level or above, at a minimum 25% at the Meets level or above, and at a minimum 10% at the Masters level on the 2023 English Language Arts Reading End of Course (ELAR EOC).

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure Tier 1 instruction is at the depth and complexity of the standard by integrating the at bats protocol during Professional Learning Communities (PLCs) inclusive of alignment feedback.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Ensure Tier 1 instruction is at the depth and complexity of the standard by integrating the at bats protocol during Professional Learning Communities (PLCs) inclusive of alignment feedback. Teachers will also ensure that there lessons are facilitated using High Quality Instructional Material. **Staff Responsible for Monitoring:** Ms. Dugas (Tier 2 Leader), Ms. Crawford (MCL), Mrs. Campbell (MCL), Mrs. Tousant (CIC), Mrs. Yates (DDIS) **Action Steps:** 1. Teachers will unpack Texas Essential Knowledge and Skills (TEKS) standards using Lead4Ward strategies, routines, and resources. 2. Teachers/leaders will prepare and participate in At Bats during PLC. 3. Teachers/leaders will receive feedback on the demonstrated routine / lesson to ensure alignment, depth and complexity of instruction. 4. Leaders will observe teachers and provide feedback on the implementation of the lesson. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- Targeted Support Strategy - Results Driven Accountability**	45%			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Measurable Objective 2: 30% of all re-testers in English I will perform at least approaches level and at least 20% of the English II re-testers will perform at approaches level on December administration.

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

Strategy 1 Details	Reviews			
Strategy 1: Re-testers will receive intervention daily via the HB4545 block model. English teachers will service re-tester via small group instruction to support closing the gaps on high priority standards during the designated intervention period on both A and B days, which is built into the master schedule.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to identify misconceptions and create scaffolds prior to lesson facilitation to assist re-testers who may struggle with the content. Teachers will create opportunities for re-testers to show mastery of content every 8-10 min.	60%			
Staff Responsible for Monitoring: Ms. Dugas (Tier 2 Leader), Ms. Crawford (MCL), Mrs. Campbell (MCL), Mrs. Tousant (CIC), Mrs. Yates (DDIS)				
Action Steps: 1. Re-tester Bootcamp will take place daily during the last 30 minutes of each class, which began week three of the school year. 2. Beginning October - December 3rd (except for November 27th due to Thanksgiving holiday) re-testers will be given an opportunity to participate in Saturday tutorials for three hours. 3. Re-testers will participate in an all-day Bootcamp during the week before December EOC administration				
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: All scholars enrolled in Algebra I will show growth on the Algebra I STAAR EOC's and increase each performance level (Approaches, Meets, and Masters) by 10%.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: A minimum 72% of first-time test takers will score at the approaches level, a minimum of 31% of first-time test takers will score at meets level, and a minimum of 14% of first-times test takers will score at masters level.

Evaluation Data Sources: Beginning Of the Year Assessment, Renaissance Data, Exit tickets/Do Nows, End of Course Topic Formative Assessments, Carnegie lessons, assignments, & assessments, Intervention Data, Mock EOCs, MATHia

Strategy 1 Details	Reviews			
Strategy 1: Ensure that meaningful Tier 1 instruction is taking place in alignment with the pacing calendar that has been aligned to Carnegie. At-Bats and Carnegie Coaching/Planning with Ms. Smith (CIC) during dept. PLC	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Tier 1 instruction utilizing Carnegie with complete implementation and fidelity. The review of End of Course Topic Assessments will ensure that Annotated Lesson Plans will cover identified misconceptions that students may have throughout the lessons. **Staff Responsible for Monitoring:** Mr. Thomas (Tier 2 Leader), Ms. McCullough (MCL), Ms. B. Smith (CIC), Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 2: 50% of all re-testers in Algebra I will perform at least at the approaches level.

Evaluation Data Sources: Beginning Of the Year Assessment, Renaissance Data, Exit tickets/Do Nows, Intervention Data, Mock EOCs, MATHia

Strategy 1 Details	Reviews			
Strategy 1: Re-testers will receive intervention daily utilizing the provided EOC Retester Pacing Calendar during the HB4545 block model (Built into the master schedule). Math teachers will service re-testers via small group instruction to support closing the gaps on the identified high priority standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to identify misconceptions and create scaffolds prior to lesson facilitation to assist re-testers who may struggle with the content. Teachers will create opportunities for re-testers to show mastery of content every 8-10 min. **Staff Responsible for Monitoring:** Mr. Thomas (Tier 2 Leader), Ms. McCullough (MCL), Ms. B. Smith (CIC), Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**	60%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.
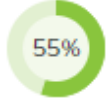
Goal 1: The percentage of graduates that meet the criteria for CCMR will increase from 71% in 2022-2023 to a minimum of 85% for the 2023-2024 school year.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of the 2023 seniors will have a completed FAFSA, TAFSA, or financial aid opt-out form prior to graduation.

Evaluation Data Sources: District level data

Strategy 1 Details	Reviews			
Strategy 1: For the 2022-2023 academic year, counselors will facilitate college, career, and military workshops to increase students exposure to CTE programs and occupational options.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of students will graduate college, career, and/or workforce ready **Staff Responsible for Monitoring:** Counselors, College and Career Advisors, Administrators **Action Steps:** Counselors will work with community partners to provide a variety of college, career, and military exposure opportunities. **TEA Priorities:** Connect high school to career and college	55%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 2: By May 2023, Advance Placement students participating in AP Exams will increase from 45% to 70%.

Evaluation Data Sources: AP Coordinator will confirm the attendance of students who sit for the AP Exam. Teachers will ensure that their students enrolled in their AP course will sit for the AP exam. Teachers will follow up with grade level deans in regards to students who fail to sit for the exam.

Strategy 1 Details		Reviews			
Strategy 1: For the 2022-2023 academic year, counselors will facilitate college, career, and military workshops to increase students exposure to CTE programs and occupational options		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: An increase number of students will not only enroll in AP course, but they sit for the AP exam. **Staff Responsible for Monitoring:** Counselors **Action Steps:** Counselors will work with community partners to provide a variety of college, career, and military exposure opportunities. **TEA Priorities:** Connect high school to career and college		25%			
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: Improve the achievement outcomes for students with disabilities in core content areas of English, math, science, and social studies grades 9-12; and EOC/ STAAR Assessment) by 15%; MEASURABLE PERFORMANCE. Improve the percentage of students with disabilities who meet the Global Graduate (post-secondary readiness) standards will increase three percentage points annually per year. MEASURABLE PERFORMANCE OBJECTIVE

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase passage rate of students with disabilities in grades 9-12 in Algebra I, Biology, English I, English II and US History by 15%. Increase the percentage of students with disabilities who graduate by 6%.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement small group instruction to reinforce or reteach specific skills and concepts.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will work more closely with students to provide additional instruction for students struggling to master certain skills. Teachers will also provide more individualized support based on students needs	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Instructional Leadership Team, Special Education Department Chair	50%			
Action Steps: 1. Teachers will review students accommodations and Induvial Education Plan (IEP) Goals. 2. Teachers will collaborate to develop lesson plans that include Specially Designed Instruction (SDI), accommodations based on the needs of students, and student assessment data. 3. Teachers will use assessment data and student work to determine how students will be grouped				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Inclusion teachers will implement SDI in their lesson plans to meet the demand of depth and complexity of the standard.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Inclusion teachers will become proficient in backwards planning and using data to make informed decisions about instruction and reteach opportunities. Teachers will have a clear understanding of what is needed to ensure access to the content for special populations. Inclusion teachers will create lesson plans that include teacher moves, SDI, and be data driven. **Staff Responsible for Monitoring:** Instructional Leadership Team, Special Education Department Chair **Action Steps:** 1. Inclusion teachers will attend PLC's for Specialized Services. 2. Inclusion teachers will meet with Secondary Inclusion Program Specialist to get additional support on planning 3. Inclusion teachers will attend weekly PLCs with their content area. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	0%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE : By EOY 2023 attendance will have increased from 81.6 % to 94% or more.

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

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

Evaluation Data Sources: Identify students with 3 or more absences using the reports provided by the attendance office.

Strategy 1 Details	Reviews			
Strategy 1: Absence lists sent to clerks by 11:00 AM, clerks complete calls by 3:30 PM.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Daily absence reports will be sent to all faculty and staff by clerks to catch errors prior to start calling, this action will increase our attendance percentage by 10 % at the end of year.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Attendance clerk, AP's and teachers **Action Steps:** Increase ADA attendance thereby reducing the number of students in need of attendance appeals to regain credit. **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**	65%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Measurable Objective 2: At Wheatley HS 100% of students absent for ADA , will receive a daily call from clerical staff tracking reason for absence.

Evaluation Data Sources: Identify students with chronic absenteeism and create an immediate corrective action.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Every Monday at 9:00 am we will have a Graduation Support Meeting (GSM) to discuss students with many absences and to create an action plan to assist and remediate absenteeism.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase overall Graduation Rate and attendance for scholars resulting in improved grades. **Staff Responsible for Monitoring:** Teachers, attendance clerk, AP's. **Action Steps:** Contact Parents, Home visits, attendance contracts, enhance attendance monitoring practices. **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**	40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: By EOY 2023, EB/EL, Academic Achievement Status will have reached the ELA Reading Target of 29%, increasing the 17% mark from 2022.

    Evaluation Data Sources: Evaluation Data Sources: LAS Benchmark Assessment, TELPAS, Benchmarks (all content).

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use TELPAS data, STAAR data by TEKS, and years in U. S. Schools to provide linguistic accommodations in their lesson plans as well as monitor progress throughout the year, providing reinforcement when necessary.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will utilize data to scaffold learning with content and rigor similar to regular classes. **Staff Responsible for Monitoring:** Instructional Leadership Team, LPAC Committee, Counselors **Action Steps:** Prepare instruction after analyzing 2022 TELPAS, STAAR subject by TEKS, years in the US, and identifying proficiency level adjusting instruction as needed. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- Targeted Support Strategy**	5%			

Strategy 2 Details	Reviews			
Strategy 2: Create cross-curricular instruction that facilitates a holistic approach in language acquisition.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All teachers will include a minimum of daily five-minute writing in core and support classes, related to the subject, thus increasing the linguistic ability in diverse areas. **Staff Responsible for Monitoring:** Teachers and Instructional Leadership Team. **Action Steps:** Core and supporting classes teachers will include strategies in their lesson plans that allow for writing or reading and writing in the content of the subject to perform daily. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	Nov	Jan	Mar	June
	5%			

Strategy 3 Details	Reviews			
Strategy 3: Core teachers will analyze and evaluate students' progression to master content and acquire linguistic abilities utilizing benchmark data and formal and informal assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Areas in need of improvement will be identified and addressed promptly to provide the necessary correction, and additional instruction. **Staff Responsible for Monitoring:** Instructional Leadership Team **Action Steps:** PLC benchmark data analysis, district, school, and teacher assessments data to convey instructional plans. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- Targeted Support Strategy - Results Driven Accountability**	10%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2: Increase the number of students that are labeled Gifted and Talented by 15%.

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

Strategy 1 Details	Reviews			
Strategy 1: Develop a team that will assist me in testing students to be labeled as Gifted and Talented.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in the number of students labeled GT. **Staff Responsible for Monitoring:** Counselors, Instructional Leadership Team. **Action Steps:** 1. Email teachers and ask them to identify students that they would consider GT. 2. Speak with the parents and teachers of those students. 3. If parents and teachers agree, have the teacher fill out a letter of recommendation. 4. Test the students for GT. **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college	40%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: The Dyslexia Interventionist will utilize the level assessments and the individual/group progress reports to determine the progress and the level of supports for students as they progress through the lesson cycles.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase designated support by adding additional dyslexia intervention sections. **Staff Responsible for Monitoring:** Dyslexia Interventionist, Special Education Dept. Chair, and Dyslexia Administrator. **Action Steps:** The dyslexia interventionist will develop and plan lessons to provide services Document services provided in Easy IEP Track students' progress by administering end of lesson level assessments Create individual and group progress reports to analyze student performance. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy**	40%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: PARENT and COMMUNITY ENGAGEMENT

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

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

Strategy 1 Details		Reviews			
Strategy 1: Feeder pattern contacts will be utilized to recruit incoming scholars' parents.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Better parental support for students. **Staff Responsible for Monitoring:** Wrap Around Specialist, Leadership Team **Action Steps:** 1. Collaborate with Wrap Around / Family and Community Engagement Specialist at feeder pattern schools. 2. At Open House provide a sign up sheet for interested Parents. 3. Send out flyers and emails for interest.		**Nov**	**Jan**	**Mar**	**June**
		45%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

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

    Evaluation Data Sources: Houston Food Bank completed distribution forms.

Strategy 1 Details		Reviews			
Strategy 1: Partner with the Houston Food Bank to provide a food truck at the campus for the community at least twice a year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide a healthy food options in a food desert. **Staff Responsible for Monitoring:** Wrap Around Specialist, Leadership Team **Action Steps:** 1. Wrap Around Specialist will take a introductory food market class mandated by the Houston Food Bank. 2. Schedule a distribution visit at least twice a year. 3. Notify Parents and Community of scheduled visit dates.		**Nov**	**Jan**	**Mar**	**June**
		5%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Measurable Objective 3: At least 30% of the Parents will return the Wrap Around Department surveys to solicit their basic needs. Teachers will submit a minimum of 30 SAFS each six week cycle.

Evaluation Data Sources: Completed surveys

Strategy 1 Details	Reviews			
Strategy 1: The Wrap Around Specialist will be positioned at campus events to solicit Parent participation in the survey.	Formative			Summative
Strategy's Expected Result/Impact: The needs of Parents will be specifically addressed. Reduction in disciplinary infractions for lack of dress code.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Wraparound Specialist, CIS, Leadership and staff. **Action Steps:** 1. The Wrap Around Department will distribute surveys to parents to solicit their basic needs 2. A campus link will be sent out to all stake holders to complete. 3. The Wrap Around Specialist will review survey results, present to the Leadership Team, and address the needs of parents.	70%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: MANDATED HEALTH SERVICES- The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening, Hearing Screening, Type 2 Diabetes, Spinal Screening, 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 21, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:
Estimated number of students to be screened.

Strategy 1 Details	Reviews			
Strategy 1: After 30 days of active enrollment, all student will be audited to ensure vaccination compliance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: After 30 days of active enrollment, all student will be audited to ensure vaccination compliance. **Staff Responsible for Monitoring:** Nurse Jackson **Action Steps:** Constant review of new enrollments on a weekly basis. If students lack appropriate vaccinations, formal notification will be initiated and student will come into compliance before returning to campus.	**Nov**	**Jan**	**Mar**	**June**
	70%			

Strategy 2 Details	Reviews			
Strategy 2: Weekly Meeting with SIR and Registrar to ensure new enrollments are addressed in an expedited fashion.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure all new enrollments remain in compliance regarding immunization records. **Staff Responsible for Monitoring:** Nurse Jackson **Action Steps:** Create weekly check-ins (calendared events) and include At-Risk Administrator for any updates regarding new enrollees.	**Nov**	**Jan**	**Mar**	**June**
	10%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 5: Social Studies- US History- Social Studies-Increase academic discourse and levels of rigor to improve the level of Approaches to approximately 83% Approaches, 50% Meets, 25% Masters.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 70% of students will receive at or near Approaches on district level assessments.

Evaluation Data Sources: Use B-O-Y, Renaissance, and other assessment data to formulate action plans.

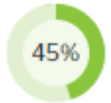| Strategy 1 Details	Reviews			
Strategy 1: Teachers will give Benchmark assessments to better assess to needs of their students and implement strategic actions plans to leverage their data.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Through the use of stronger data practices, teachers and leaders can better understand the students they serve. **Staff Responsible for Monitoring:** Tier II - Mr. Cantu, Instructional Specialist- Mr. Johnson, CIC- Mrs. Tousant Mrs. Hope, Mr. Walker. **Action Steps:** 1. Use B-O-Y, Renaissance, and other assessment data to formulate action plans. 2. Use Formal Assessments such as Exit Tickets and Do Nows to help identify opportunities for growth and areas of concern. 3. Collaborate with the DDI to devise intentional data-based decision-making strategies and instructional approaches that better serve our students and staff members. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- Targeted Support Strategy**	50%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: Increase academic dialogue to 70% student talk time and 30% teacher talk time.

Evaluation Data Sources: Lesson plan audits to ensure opportunities for students to engage in academic discourse and discussion is present in every lesson.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will model purposeful dialogue and then allow students time to internalize the content, make connections, and engage in discussions with peers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will facilitate and encourage students to take greater control of the learning process by providing resources and support to learners in order to increase academic discourse. **Staff Responsible for Monitoring:** Tier II - Mr. Cantu, Instructional Specialist- Mr. Johnson, CIC- Mrs. Tousant Mrs. Hope, Mr. Walker. **Action Steps:** 1. Teacher Modeling-After modeling dialogue expectations, students will gradually be expected to confirm and affirm the learning expectations and content. 2. Engage in Routine Dialogue- Students will verbally brainstorm and analyze their ideas and learning with their peers before writing or drafting using the ACES technique. 3. Implementation of small group discussions-During small group, students will be expected to engage in peer conversation that supports higher level thinking by discussing the purpose and expectations of learning. **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy**	45%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 3: 90% of students will show increased levels of rigor, understanding, and proficiency throughout the school year on summative and formal assessments.

  Evaluation Data Sources: 1. Use B-O-Y, Renaissance, and other assessment data to formulate action plans.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will model and implement cognitive rigor by breaking down, scaffolding and categorizing the different thought processes involved with the various levels of knowledge.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase student engagement and mastery through increased levels of rigor and improvement of their cognitive thinking skills.
    Staff Responsible for Monitoring: Tier II - Mr. Cantu, Instructional Specialist- Mr. Johnson, CIC- Mrs. Tousant Mrs. Hope, Mr. Walker.
    Action Steps: 1. Improved Tier 1 instruction through better planning.
2. Aligning content and essential questions to the different Depth of Knowledge levels to increase rigor, higher-order thinking, and deeper learning for our students.
3. Incorporate the use of sentence stems.
4. Create more opportunities for students to discuss and articulate their ideas through writing and meaning and engaging dialogue.
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **Targeted Support Strategy**
	30%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 6: Science- Biology

Measurable Objective 1: Increase the use of quality data to drive instruction to increase the level of Approaches to at least 75%, Meets to at least 40%, and Masters to at least 15% for first-time testers.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the Biology STAAR Preparation and Practice program by Sirius Education Solutions as well as Summit K-12 to support their instructions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will create lesson plans that reinforce the improvement areas according to data evaluation of previous assessments and daily classwork. As a result teachers will close academic achievement gaps for identified scholars. **Staff Responsible for Monitoring:** L. Clark, T. Jones, A. Bishop, Mrs. McCrae, CIC Beverly Smith, and Ms. Iarce. **Action Steps:** 1. Teachers will utilize data from Do Nows and Exit Tickets to identify areas of need daily, assessments for lesson plans, and instructional concept reviews by Unit and TEKS. 2. Students needing extra support will be provided with interventions such as regular tutorials, small group instruction, Teacher Assistant and HB4545 Tutorials, and tailored instruction. 3. During PLC meetings, teachers will create Do Nows and Exit Tickets with the Science Teacher Specialist. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Targeted Support Strategy**	50%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2: Decrease the number of Biology STAAR re-testers by 50%.

Evaluation Data Sources: 2021-2022 STAAR Data by TEKS by Campus, Teacher and Students (re-testers), School Assessments, District Assessments, Progress Reports, and Report Cards

Strategy 1 Details	Reviews			
Strategy 1: Students in need of greater instructional support, will be assisted through the use small group instruction, tutorials, intentional/flexible grouping and tailored instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will use multiple data points to monitor and adjust instructional intervention plans and student grouping. **Staff Responsible for Monitoring:** All science staff, Mrs. McCrae, CIC Mrs. Smith, Tier II Ms. Iarce **Action Steps:** Teachers will analyze attendance records, academic records, and intervention plans to better monitor student achievement. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	60%			

| Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the interactive study guides, primary/secondary sources, and practice exams to analyze student growth and misconception to better access student needs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will have improved data on Snapshots, DLAs, and Mock STAAR Assessments. **Staff Responsible for Monitoring:** All science staff, Mrs. McCrae, CIC Mrs. Smith, Tier II Ms. Iarce **Action Steps:** 1. Teachers will analyze the data from Snapshots, DLAs, and Mock STAAR Assessments exams and other instructional data points during PLC meetings. 2. Formulate individualized student growth plans. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Targeted Support Strategy**	45%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 3: Improve Tier 1 instruction.

Evaluation Data Sources: DLAs, and Mock STAAR Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the interactive study guides, primary/secondary sources, and practice exams to analyze student growth and misconception to better access student needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will have improved data on Snapshots, DLAs, and Mock STAAR Assessments. **Staff Responsible for Monitoring:** Teachers and Instructional Leaders. **Action Steps:** 1. Teachers will analyze the data from Snapshots, DLAs, and Mock STAAR Assessments exams and other instructional data points during PLC meetings. 2. Formulate individualized student growth plans. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- Targeted Support Strategy - Results Driven Accountability**	60%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

State Compensatory

Budget for 018 Wheatley High School

Total SCE Funds: $184,049.79
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

STAAR EOC Prep Material, instructional resources, professional development for staff, extended day learning.

Title I

1. 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 Wraparound, FACE, Title I, Administrative Team, Department Chairpersons, Special Education Chairperson, and our shared decision-making committee

2. Campus Improvement Plan

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: Wraparound FACE Title I Administrtaive Team SPED Chairperson SDMC Nurse.

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: District Level Assessment -BOY, DLA, EOY English Language Development benchmark- I and II Ren 360 Progress Monitoring-IEP, ARD, Progress Report, OnTrack.

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

The SIP is available to parents in the following locations: Campus Secretary Wraparound Campus Website Title I Office The SIP was made available to parents by: Campus Website By request 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: Tutoring Pull-Out Intervention for Tier 2 and 3 students in Math and ELA-focus on strategic support RTI monitoring Tutoring Pull-Out Intervention for Emergent Bilinguals

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include: Instructional Opportunity outside of the school day-Camp Spark, Credit Recovery, Tutorials Campus wide-bell to bell instruction Wraparound support available to students CTE pathways and opportunities for students to earn certificaiton via Barbara Jordan Dual Credit course opportunity.

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.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below: Meeting #1 - 9/23/22 Meeting #1 Alternate - Meeting #2 - 11/14/22 Meeting #2 Alternate - Meeting #3 - 1/30/23 Meeting #3 Alternate - Meeting #4 -3/9/23 Meeting #4 Alternate -

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

All students will be determined based on needs assessments and data collected from home language surveys, socio-economic forms, and SAFS.

Title I Personnel

Name	Position	Program	FTE
Ginleetrice Campbell	Tchr Specialist 11M	Instructional	1.0
Shawn Jones	Tchr, Class Size Reduction Core	Instructional	1.0