Houston Independent School District

019 Worthing High School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Master calendars include curriculum map pacing from the district's curriculum department, testing dates, reteaching dates, and PLC topics to ensure data analysis occurs after an assessment. Resources used are Amplify and Eureka. Teachers were trained on how to implement these resources through lesson internalization protocols.

ii. All activities and resources are aligned to the standard. Students are engaged in the lesson with MRS strategies that allow for student discourse and writing. Teachers use 100% cues and timers for tight transitions. Visuals, technology, manipulatives, and various other supports are provided to students.

iii. Demonstration of Learning is completed daily, upon completion the teacher tracks the data to know who needs small group intervention and when reteaching is necessary. After every assessment, the teacher conducts an item analysis to determine misconceptions of how questions were asked for each standard. Teachers then create action plans to provide interventions of for whole group re-teach. Circle, MAP, Lecture, And DIBELS is tracked at every administration to ensure progress.

Student Achievement Strengths

US History STAAR EOC at 95% approaches

SpEd compliance at 100%

75% of Leadership team is returning

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Ensure instruction is presented on grade level and with purpose for all Tier 1 instruction with fidelity. **Root Cause:** Instructional leaders and teachers lack attention to aligned instruction.

School Culture and Climate

School Culture and Climate Summary

Worthing High School has a high performance, high accountability for teachers and students. Systems are strong and support teacher development and insruction as well as SEL for students.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Students enjoy coming to school and respond to high expectations. Teachers feel supported and are responsive to professional development.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Create by-in for teachers without compromising accountability. **Root Cause:** Teachers have historically not had access to administrators nor were they provided feedback regarding instruction.

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
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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
- SAT and/or ACT assessment data
- PSAT
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Attendance data
- Discipline 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
- Campus leadership data
- Professional development needs assessment data
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Key Actions

Key Action 1: Ensure English I, II, Art of Thinking and Algebra 1 teachers implement the LSAE model and offer on grade level purposeful instruction for all tier 1 instruction with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Out of a minimum of 80 spot on observations conducted quarterly by the leadership team, 55% of the ratings by leaders will be within one proficiency level of each other. This percentage will increase in alignment to 60% by the end of January, 65% by the end of March, and 70% by the end of May.

Indicator 1: 6 out of 11 teachers (55%) will receive 1.5 pts or higher based on the LSAE model indicator and 2pts or higher based on purposeful instruction indicator by the end of October 2023.

Indicator 2: 7 out of 11 teachers (64%) will receive 1.5 pts or higher on the quality of instruction indicator and 2pts or higher based on purposeful instruction indicator by the end of January 2024.

8 out of 11 teachers (72%) will be rated as proficient I or higher in providing Tier 1 instruction during spot observations conducted in March by the campus leadership team; that percentage will increase to 9 out of 11 teachers (81%) by May.

Indicator 3: Based on a tiered forced curve in October, 55% of overall teachers' performance ratings on spot on observations will be within one proficiency level of their student performance data (NWEA MAP and Texas state assessments). This percentage will increase to 60% by the end of January and 70% by the end of May.

Specific Action 1 Details		Reviews			
Specific Action 1: Progress monitoring and professional development		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
The Principal will train teachers on the LSAE Instructional Model during Pre Service, and provide ongoing professional development throughout the year on this model. Leadership team will calibrate on spot on and formal observation scores to be in alignment with student achievement data. The leadership team will collaborate with the Executive Director Feeder to draft an instructional professional performance matrix for instructional staff that includes expectations and accountability. The leadership team will tier all LSAE model teachers and continuously monitor data for growth or regression. Revising teacher support and PLC schedule for each teacher as necessary. The leadership team will model exemplary direct instruction and LSAE expectations. We will have daily PLCs where the LSAE teachers will be coached on lesson plan internalization and lesson rehearsal with their partner teachers. The leadership team will provide feedback during lesson rehearsal to improve the quality of instruction in the classroom. The leadership team and South Division support personnel will provide on-the-spot coaching throughout the school year and written feedback at least once on implementation of on-level curriculum from the administrative team. The leadership team will provide teachers that are rated below proficient in purposeful instruction strategies and LSAE model on the spot observation form with a prescriptive plan of assistance. The leadership team will ensure that 50% of 9th and 10th English and Math teachers will be in compliance with the performance matrix by the end of semester 1 and 70% will be in compliance with the performance matrix by the end of semester 2. **Staff Actions** Teachers and teacher apprentices will attend LSAE training during Pre Service and as offered throughout the year. Teachers and teacher apprentices will attend daily PLCs where they will both internalize lessons and practice lesson implementation with partner teachers. Teachers will implement provided curriculum, lesson plans, PowerPoints and DOLs in their classrooms with fidelity. Teachers will review feedback and make changes in real time to increase instructional capacity.					

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

Key Action 2: Increase the level of student engagement to stimulate academic discourse in Math, English, Science and Art of Thinking classes with a focus on the use of multiple response strategies to check for student mastery.

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

Indicator of Success 1: Out of 160 spot observations conducted on classrooms quarterly, 13 out of the 27 teachers (48%) will receive 2pts or higher on the use of multiple response strategies under the engagement indicator by the end of October. This percentage will increase to 16 out 23 teachers (69%) by January, 17 out of 23 teachers (74%) by March, and 18 out of 11 teachers (78%) by May.

Indicator 1: 55% of students will be able to effectively annotate work when appropriate during spot observations by the end of October. This percentage will increase to 60% by January, 65% by March and 70% by May.

Indicator 2: 65% of students will participate in academic discourse utilizing multiple response strategies to ensure engagement. This percentage will increase to 70% by January, 75% by March and 80% by May.

Specific Action 1 Details			Reviews		
Specific Action 1: Progress monitoring and professional development			**Formative**		**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
The leadership team will train teachers on the multiple response strategies during pre service, PLCs and professional development days throughout the year. The leadership team will train teachers on student annotation expectations. The leadership team will conduct spot observations and provide feedback based on student engagement and academic discourse. (Will utilize the spot observation forms as evidence). The leadership team will calibrate and assess student annotations during spot observations to determine campus needs for professional development. The leadership team will review lesson plans and provide feedback (e.g. lesson cycle, instructional activities, use of educational digital tools and differentiation). The leadership team will tier all 9th and 10th grade Math, English and Art of Thinking teachers and continuously monitor data for growth or regression. Revising teacher support and PLC schedules for each teacher as necessary. **Staff Actions** Teachers and teacher apprentices will attend multiple response strategy training during Pre Service and as offered throughout the year. Teachers will attend professional development sessions and PLCs to strengthen their annotation skills to be prepared to model annotation expectations for students. Teachers will attend weekly PLCs and other assigned Professional Development throughout the year- where they will both internalize lessons and practice different types of multiple response strategies. Teachers will receive in the moment feedback to make immediate lesson adjustments to maximize student academic discourse.					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Key Action 3: Using the LSAE Model, special education student growth in Algebra I, English I, and English II will increase by 10% from BOY to MOY. This will increase an additional 10% from MOY to EOY.

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

Indicator of Success 1: Out of a minimum of 250 spot on observations conducted quarterly by the leadership team, 55% of the ratings by leaders will be within one proficiency level of each other. This percentage will increase in alignment to 60% by the end of January, 65% by the end of March, and 70% by the end of May.

Indicator 1: Based on a tiered forced curve in October, 55% of overall teachers' performance ratings on spot on observations will be within one proficiency level of their student performance data (NWEA MAP and Texas state assessments). This percentage will increase to 60% by the end of January and 70% by the end of May.

Indicator 2: 2 of the 3 (67%) Co-Teachers will receive 1.5 pts or higher based on the LSAE model indicator and 2pts or higher based on purposeful instruction indicator by the end of October 2023.

Specific Action 1 Details	Reviews			
Specific Action 1: Progress monitoring and professional development	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
The leadership team will train teachers, Special Education department chair, and co-teachers on the LSAE Instructional Model during Pre Service, and provide ongoing professional development throughout the year on this model. The Special Education Department Chair and Leadership team will calibrate on spot on and formal observation scores to be in alignment with student achievement data. The leadership team will draft an instructional professional performance matrix for instructional staff that includes expectations and accountability. The leadership team will tier all Algebra I, English I, and English II teachers and co-teachers on the LSAE model and continuously monitor data for growth or regression. Revising teacher support and PLC schedule for each teacher and co-teacher as necessary. The leadership team will model exemplary direct instruction and LSAE expectations. LSAE teachers and co-teachers will be coached on lesson plan internalization and lesson rehearsal with their partner teachers during daily PLC's. The leadership team will provide feedback during lesson rehearsal to improve the quality of instruction in the classroom. The leadership team will provide on the spot coaching throughout the school year and written feedback at least once on implementation of on-level curriculum from the administrative team. Teachers and co-teachers rated below proficient in purposeful instruction strategies and LSAE model on the spot observations will be placed on a prescriptive plan of assistance. **Staff Actions** Teachers, co-teachers, and teacher apprentices will attend LSAE training during Pre Service and as offered throughout the year. Teachers, co-teachers, and teacher apprentices will attend daily PLCs where they will both internalize lessons and practice lesson implementation with partner teachers. Teachers and co-teachers will implement provided curriculum, lesson plans. powerpoints and DOLs in their classrooms with fidelity based on students IEP Teachers and co-teachers will review feedback and make changes in real time to increase instructional capacity. Co-teachers will review student work and data to make adjustments to the instruction within limits of the IEP.				
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✖ Discontinue				

State Compensatory

Budget for 019 Worthing High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

NES/A campuses do not receive State Compensatory Education funding at the campus level.

Personnel for 019 Worthing High School

Name	Position	FTE
James Walls	NES-A 11-12th Psychology/Sociology/AA/MA	1
Willie Wilmer	NES-A 9th World Geography/PAP W. Geo	1

Title I Personnel

Name	Position	Program	FTE
Steffen Marshall	NES-A Environmental Systems Teacher	Science	1
Te Andrea Coleman	NES-A Fine Arts, ROTC, Elect, Hlth Tchr	Electives	1