

**Fort Bend Independent School District**  
**Willowridge High School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

WHS Mission Statement:

Willowridge High School will provide an environment where attaining a higher education is a reality for all students.

FBISD Mission Statement:

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

## Vision

WHS Vision: Willowridge High School will prepare every student for college and a career in the workforce.

FBISD Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#).

## Theme

*"Transforming through **Care, Commitment, and Trust**"*

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Process

In January 2023, we met with all staff to review data focused on STAAR scores, grades, attendance, discipline, and systems in place. That review allowed us to identify trends, along with strengths and weaknesses on the campus. We took the information gathered in that January meeting to the CPAC to review along with data from Ren 360, STAAR, PBIS surveys, and grading trends. The CPAC committee consisted of members listed below. In June 2023, we met with teacher leaders, administrators and counselors to continue building to our trends, strengths, and weaknesses using updated data. From this meeting we honed in on our priority problem statements, performance objectives, and strategies for the CIP. In October 2023, we met with the CPAC to review the priority problem statements, performance objectives, and strategies.

Annual notification via e-mail will be sent to all families with a link to the CIP document on our website. Hard copies of the CIP will be available in the front office.

Although all problems highlighted in the Comprehensive Needs Assessment (CNA) are important, the focused priority areas for WHS are: increasing attendance, focusing on TIER I instruction to meet needs of all students, increasing opportunity for college and career readiness, and a focus on students served in Special Education and Emergent Bilingual students. These four focus areas allow us to address overall student achievement and preparation for graduation. In doing so, we will continue to build positive culture and image of the school and increase staff, student and parent involvement.

Our instructional focus will be to equip teachers with tools needed to provide high level TIER I instruction specifically focused on student engagement and academic discourse. We will work with teachers to implement small group instruction to improve TIER 2 instruction. These instructional strategies will have a focus on SPED and EB students, but will translate to implementation for all students.

The following data sources were used to develop the CNA and identify priority areas:

- On Point District data (demographic, attendance, sub populations)
- STAAR/EOC data
- Ren360 data
- Grade distribution reports
- Discipline data
- PBIS/SIS surveys
- PLC meeting agendas and DDI minutes
- Teacher, student, parent surveys
- District Learning walk data

In conclusion, through collaborative planning and professional learning with district curriculum staff and Region IV, teachers will have the opportunity to implement academic discourse strategies and small group instruction based on real time data. These strategies will aide in creating an equitable learning environment for all students.

With a comprehensive focus on student achievement in academics and behavior (including attendance), we will design campus wide procedures and routines to lay a foundation for the expectations of all students and staff that promote a positive and engaging learning environment.

Parent and Family Engagement.

WHS has an established parent and family engagement policy. It is provided to parents at the Fall and Spring Title I parent meeting. The fall 2023 Title I parent meeting was held on August 23, 2023. The Spring 2024 Title I parent meeting will be held in early March. The parent and family engagement policy is available online and copies are available in the front office.

We will meet with parents at the end of each month. Meetings will be translated in Spanish for our Spanish speaking families. Handouts and materials will also be available in Spanish.

We have a new Parent Educator in 2023-2024 who is evaluating the needs of families and parents. Parent classes will begin in January 2024 and continue monthly throughout the year.

CPAC Committee

## 2022-2023 CBLT

Committee Role	Name	Position
Administrator	Jennifer Roberts	Principal
Non-classroom Professional	Michele Lytle	Campus Assessment Coordinator
Administrator	Ann-Marie Parsad	Dean of Instruction
Administrator	Rontreall Jedkins	Assistant Principal
Classroom Teacher	Chantel Reese	Literacy Intervention Teacher
Classroom Teacher	Jeff Hutchinson	CTE Teacher
Non-classroom Professional	Lawrence Moore	Science Instructional Coach
Non-classroom Professional	Monique Mayberry	ELA Instructional Coach
Non-classroom Professional	Monica Babaian	Librarian
Community Representative	David Sincere	Community Member
Community Representative	Terry Spurs	Community Member
Business Representative	Darren Fulton	Business Representative
Parent	Tabitha Penson	Parent
Parent	Naomi Ewell	Parent
Non-classroom Professional	LaSheka Allen	Lead Counselor
Non-classroom Professional	Omar Rosado	Drop Out Preventionist
Classroom Teacher	Ashli McDonald	AVID Teacher
Classroom Teacher	Akirah Avant	Biology Teacher
Non-classroom Professional	Adrienne Watkins	Math Instructional Coach
Non-classroom Professional	Adrian Lewis	Social Studies Instructional Coach
District-level Professional	Chris Freeman	Assistant Director Accountability and Assessment

# Demographics

## Demographics Summary

Willowridge High has graduated 25 P-Tech students that have achieved their Associates degree through Houston Community College.

During the 2022-2023 school year, there were approximately 141 teachers and support staff that serve the Willowridge School campus. The demographical breakdown of the staff is 67% African American, 18% Anglo-American, 12% Latino, and 3% Asian. 100% of teachers are deemed highly qualified according to state and national standards.

This school year WHS has 4 vacancies in Math; 5 in Special Education; 1 in ELA, and 1 in social studies. Other vacancies are anticipated for the 2023-2024 school year.

There are currently 1320 students enrolled at Willowridge High School for the 2022-2023 academic school year. P-Tech students represent 13% (172) of the student population. Economically Disadvantaged students represent 87% (1,148) of the total population with 1,029 students ( 87.52%) qualifying for free and reduced meals. Special Education students (197) account for 14.94% (an increase of .94% from 2022) of the total student population. There are (10) Gifted and Talented students that account for .7% of the student population. LEP students (324) account for 24% (an increase of 3%) of the total student population, and At-Risk students (804) account for 60% of the total student population. Foster care (12) represents .91% of the student population and Homeless students (16) account for 1.21% of the total student population.

38.7% of students in the Class of 2023 have met the CCMR target. There are 188 students grades 9-12 enrolled in dual credit courses; 293 students enrolled in AP courses, 37 seniors enrolled in College Prep Math and/or ELA. There are a total of 63 students in College Prep ELA and 55 in College Prep Math.

Based on 2023 spring EOC data English I increased in approaches 4%, meets increased 6%, and masters increased 2%. English II increased in approaches 11% and masters 1%. Algebra I increased in approaches 8%.

<b>English I</b>	<b>2021 - 2022</b>	<b>2022 - 2023</b>
Did Not Meet	54%	43%
Approaches	19%	23%
Meets	23%	29%
Masters	4%	6%
<b>English II</b>	<b>2021 - 2022</b>	<b>2022 - 2023</b>
Did Not Meet	46%	36%
Approaches	16%	27%
Meets	37%	36%
Masters	1%	2%

## Algebra I

<b>Algebra I</b>	<b>2021 - 2022</b>	<b>2022 - 2023</b>
Did Not Meet	43%	48%
Approaches	29%	37%
Meets	15%	11%
Masters	14%	4%

EN360 MOY to EOY data indicates students are not reading on grade level. MOY data indicates 13.3% At/Above benchmark, 14.7% On Watch, 25.3% Intervention, and 46.7% urgent intervention. EOY data indicates 18% At/Above benchmark, 14% On Watch, 26% Intervention, and 42% urgent intervention. There is a 4.7% increase in student performance At/Above benchmark in reading from REN MOY to EOY.

Preliminary TELPAS data indicates that EB/EL students need additional linguistic supports. Students need resources that are print rich, tailored to the new state standards, interactive, and support EB strategies.

Our campus commitment to increase attendance continues to be a campus priority. Our average daily attendance is 89% which is lower than the campus and district goal of 96%. Our goal is to increase student and parent interaction, which focuses on achieving graduation through meeting attendance requirements and CCMR indicators. Increased attendance will also positively impact student learning outcomes.

<b>Aug - Dec</b>		<b>Jan - May</b>	
Grade Level	Attendance %	Grade Level	Attendance %
9	90.86%	9	86.86%
10	90.74%	10	87.81%
11	91.86%	11	88.20%
12	92.97%	12	86.95%
Overall	91.45%	Overall	87.41%

## Demographics Strengths

- Decreased the number of drop out students from 34 in 2022 to 21 in 2023.
- High representation of African American teachers.
- An increased number of non-African American teachers has increased the staff diversity
- High number of highly qualified teachers and paraprofessionals.
- Average class size is at ratio of 28:1

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student absenteeism prevents students from progressing and achieving at high levels. When students are not in class, they cannot reap the benefits of instruction. **Root Cause:** Student/family responsibilities (work, sibling care, etc) cause students to be absent and/or tardy. Students do not have connection/rapport with their teachers and/or the campus as a whole to be invested. Lesson and instruction is not engaging so students do not see the benefit. There is a need for more education of students and families of the importance of attendance and academic success.



# Student Learning

## Student Learning Summary

The TELPAS data indicates that EB/EL students need additional linguistic supports. Students need resources that are print rich, tailored to the new state standards, interactive, and support EB strategies.

REN360 MOY data indicates students are not reading on grade level: 13.3% At/Above benchmark, 14.7% On Watch, 25.3% Intervention, and 46.7% urgent intervention.

## Interim STAAR test data

	<b>Approaches &amp; Above</b>	<b>Meets and Above</b>	<b>Masters</b>
English I	42%	25%	2%
English II	44%	28%	2%
Algebra I	31%	5%	1%
Biology	68%	29%	5%
US History	76%	38%	13%

Based on T3 data, just over 50% of our students failed one or more course for the third term. Failure rates remain high for 9th grade students.

Students do well in AP and dual credit courses; although students historically do not score 3,4,5 on AP tests. CCMR has been a focus for the class of 2023 to implement more opportunities for students to earn their CCMR point. Based on CCMR data, we will continue to focus on our Advanced Academics programs.

Our P-Tech program continues to grow each year. We focus on teacher training, level of rigor, and adequately preparing students in our Advanced Placement courses. We will implement our first OnRamps course this school year with plans to grow the program in the future. Additionally, we need to place a stronger emphasis on students earning their Industry-Based Certifications to ensure career readiness.

## Student Learning Strengths

- Students are generally eager to learn and want to do well.

- Students who are involved in extra-curricular activities, P-TECH, AVID, and have other connections to school have higher success rates than their peers in both grades and state assessments.
- Students take advantage of potential college credit opportunities through Dual Credit, Advanced Placement, and OnRamps courses.
- Students enjoy their CTE courses.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Students are not performing at grade level/standards in reading, math, science, and social studies. **Root Cause:** Student absenteeism coupled with lack of teacher clarity around rigor, instructional model, student-centered instruction and implementing data to driven instruction.

**Problem Statement 2:** Instructional time is not always maximized or engaging (especially during block period days). **Root Cause:** Teachers need further training on how to plan and structure engaging, student centered lessons aligned to the instructional model. Training is needed on how to implement peer to peer academic discussions at a high level.

**Problem Statement 3 (Prioritized):** Discipline data indicates that 9th and 10th-grade students experience the highest level of ISS/OSS. **Root Cause:** Incoming 9th grade students need more supports to adjust to high school and understanding the importance of earning credits, attendance, and behavior on their academic success.

**Problem Statement 4 (Prioritized):** Increase exposure to CCMR opportunities through advanced academics and CTE programs in order to increase student enrollment and potential for earning college credit as well as industry-based certifications. **Root Cause:** Students and families are not made fully aware of the advanced academic and CTE opportunities during the course selection process.

# School Processes & Programs

## School Processes & Programs Summary

A change in leadership this year has provided opportunities for changes in school processes, communication, and organization of the campus.

The EOC teams work directly with support from the district Teaching and Learning Department to continue building their skills in planning and implementing curriculum at the level of the TEKS. We worked with Teaching and Learning as well as Organizational Development to review our intervention class structures and made adjustments to the system of scheduling students. In the 2022-2023 school year, EOC teams had a common PLC period that allowed for time to plan and review data. We worked on building more consistent student level progress monitoring systems to ensure we are monitoring individual students, groups of students, and whole cohorts of students. This work will continue in the 2023-2024 school year with more focus and intention of identifying students who need intervention at varying levels.

We offer opportunities for students in all UIL sports, over 30 clubs and organizations, and multiple fine arts programs. Many students participate in multiple activities across campus.

WHS is a one-to-one technology campus where all students have a laptop assigned to them. This allows students to engage in multiple types of learning.

## School Processes & Programs Strengths

PLC structures and practices are in place and expectations were reset in January of what the work of a PLC has entailed. We have seen teacher growth in the area of student level progress monitoring. Teachers are generally willing and open to professional learning in an effort to improve their craft.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Tier I instruction and progress monitoring is not consistently driven by data to support student growth. **Root Cause:** Teachers lack an understanding of data driven instruction and progress monitoring measures using protocols and assessing using rigorous skills application assessments.

**Problem Statement 2:** Lesson planning and Instruction is not designed and delivered at the appropriate rigor to encourage higher-order thinking with targeted feedback. **Root Cause:** Teachers are not planning for the implementation of the instructional model at the rigor of the TEK and do not fully understand its role in creating a rigorous learning experience.

**Problem Statement 3:** Over the last three years, less than 39% of our graduates have met the criteria for CCMR. **Root Cause:** There has not been a consistent comprehensive plan in place to prepare and monitor students with skills to be successful in being accepted to a college or technical school.

**Problem Statement 4:** Students struggle acquire and implement new skills needed to achieve academic and social success. **Root Cause:** Students are not engaged in authentic work that connect to real-world scenarios and are not provided opportunities to think critically and apply new learning to new scenarios.

**Problem Statement 5 (Prioritized):** Discipline data indicates that 9th and 10th-grade students experience the highest level of ISS/OSS. **Root Cause:** Incoming 9th grade students need more supports to adjust to high school and understanding the importance of earning credits, attendance, and behavior on their academic success.

# Perceptions

## Perceptions Summary

Parent response on surveys and feedback tools is low. We have a large number of Spanish speaking parents and we need to focus on different ways and strategies to meet their needs. We have started to utilize translation headsets for parent meetings and assemblies, and written communication is sent out in English and in Spanish.

We have supportive alumni groups and community partners who support the campus through donations, resources, mentoring and other volunteer opportunities. For the 2023-2024 school year, we are building a mentor program in collaboration with Collaborative Communities.

There is a need to strengthen the culture, climate and commitment of the staff, students and families. In the summer of 2023, we reviewed the mission and vision of Willowridge High School. We established the core values:

- Embrace Engagement
- Be the Legacy
- School Pride

From that we developed the profile of a Willowridge High School Student

- Embrace Engagement
- Act Responsibly
- Growth Mindset
- Legacy
- Eagle Pride
- Show Integrity and Respect

## Perceptions Strengths

Willowridge High School has student leaders who are invested in the campus and seeing the campus climate and culture grow.

The staff is diverse and brings a wide variety of experiences to the campus. In general, the staff want to see the students and the campus grow and improve.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students and parents are not actively or consistently engaged in clubs or community events. **Root Cause:** The campus culture has not been intentional in supporting high levels of recruiting for clubs and organizations or parental involvement or providing multilingual communication.

# Priority Problem Statements

**Problem Statement 1:** Students are not performing at grade level/standards in reading, math, science, and social studies.

**Root Cause 1:** Student absenteeism coupled with lack of teacher clarity around rigor, instructional model, student-centered instruction and implementing data to driven instruction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Discipline data indicates that 9th and 10th-grade students experience the highest level of ISS/OSS.

**Root Cause 2:** Incoming 9th grade students need more supports to adjust to high school and understanding the importance of earning credits, attendance, and behavior on their academic success.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** Tier I instruction and progress monitoring is not consistently driven by data to support student growth.

**Root Cause 3:** Teachers lack an understanding of data driven instruction and progress monitoring measures using protocols and assessing using rigorous skills application assessments.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Student absenteeism prevents students from progressing and achieving at high levels. When students are not in class, they cannot reap the benefits of instruction.

**Root Cause 4:** Student/family responsibilities (work, sibling care, etc) cause students to be absent and/or tardy. Students do not have connection/rapport with their teachers and/or the campus as a whole to be invested. Lesson and instruction is not engaging so students do not see the benefit. There is a need for more education of students and families of the importance of attendance and academic success.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Students and parents are not actively or consistently engaged in clubs or community events.

**Root Cause 5:** The campus culture has not been intentional in supporting high levels of recruiting for clubs and organizations or parental involvement or providing multilingual communication.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Increase exposure to CCMR opportunities through advanced academics and CTE programs in order to increase student enrollment and potential for earning college credit as well as industry-based certifications.

**Root Cause 6:** Students and families are not made fully aware of the advanced academic and CTE opportunities during the course selection process.

**Problem Statement 6 Areas:** Student Learning

# 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)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- 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 including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- State-developed online interim assessments

## 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

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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



# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 1:** By June 2024, Willowridge High School will utilize PLC protocols and professional development focusing on planning engaging and rigorous lessons and increasing student academic discourse with evidence of improved Tier I instruction as shown through ongoing formative assessment, unit assessments, interim assessments and using data to analyze and make instructional decisions on re-teaching.





**Indicators of Success:** Formative IoS:

- \* By the end of each grading cycle, the percentage of teacher failure rates will be reduced by 10% in comparison to the same time as last years' reporting cycle.
- \* By February 2024, an increase in student growth of at least 5% will be shown in all assessed students on Ren360 Reading and Math tests based on BOY to MOY results
- \* By February 2024, WHS will increase the percentage of students achieving College, Career, and Military Readiness by at least 10%.

Summative IoS:

- \* By June 2024, increase performance for first time testers on Approaches in Algebra I STAAR from 63% to 70%.
- \* By June 2024, increase performance for first time testers on Approaches in ELA STAAR (English I & English II combined) from 70% to 75%
- \* By June 2024, percentage of students passing all classes will increase by 10% from the previous year.
- \* By June 2024, increase performance on Meets in Algebra I STAAR to at least 30%; and in ELA at least 50%.
- \* From MOY to BOY, at least 10% of students will show growth on Ren360 Reading and Math tests.
- \* By June 2024 Willowridge High School will increase the percentage of students achieving College, Career, and Military Readiness by at least 20%.
- \* By May 2024, we will see a 50% increase in the number of GT students enrolled in dual credit, On Ramps and/or AP courses.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use formative and summative assessment data in Data Driven Instruction protocol to drive instruction, determine intervention and reteach opportunities, and monitor student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved passing rates on assessment Student growth Alignment of rigor of the standard, instructional, model and assessment Evidence of tiered instruction</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Dean of Instruction.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Additional and ongoing training of Data Drive insruction protocols - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor failure reports each grading cycle to identify teachers who need support and students who are AT risk of failing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase passing rates Assist teachers who need assistance with classroom procedures or curriculum. Improve Tier I instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team, counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Professional learning on grading practices - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Refine PLC practices with a focus on planning engaging and rigorous instruction for all students and assessment, analyzing data, and modeling effective instructional strategies with the support of campus instructional coaches during PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC Agendas and Minutes Data Driven Instruction protocols Lesson Plans CST data with evidence of student engagement and academic discourse</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Deans, Administrative Team,</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Job embedded training on PLC practices and planning - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Students are not performing at grade level/standards in reading, math, science, and social studies. <b>Root Cause:</b> Student absenteeism coupled with lack of teacher clarity around rigor, instructional model, student-centered instruction and implementing data to driven instruction.</p>

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 2:** By June 2024, Willowridge High School will increase student enrollment by 10% in advanced academic opportunities such as: On Ramps, AP courses, Dual Credit Courses, College Prep ELA and Math and/or have an clearly defined path to earn and Industry Based Certification through CTE.

**Indicators of Success:** Formative Indicators of Success

\* By January 2024, 90% of students in On Ramps ELA will have earned college credit





\*By January 2024, 90% of students in AP courses and/or Dual Credit will remain in the course for Spring Semester

Summative Indicators of Success

\*By May 2024, 95% of students in OnRamps ELA will have earned college credit

\*By May 2024, 95% of students in Dual Credit will have earned college credit

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify and solicit more students, including GT students, to enroll in, test, and complete college-level courses. Students will be supported for success through human and materials resources such as tutorials, study sessions, practice tests, and supplemental resources.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will have the opportunity to earn college credit, be college and career ready, and earn a CCMR accountability point.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, counselors, CCR Advisor</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify and support students in CTE pathways to earn industry based certifications by the time they graduate from high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students in a completer pathway to earn Industry base certifications.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, CCR Advisor</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Tutorials and support for IBC testing - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> Increase exposure to CCMR opportunities through advanced academics and CTE programs in order to increase student enrollment and potential for earning college credit as well as industry-based certifications. <b>Root Cause:</b> Students and families are not made fully aware of the advanced academic and CTE opportunities during the course selection process.</p>

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 3:** We will improve our CCMR rating to a 60% or higher for the class of 2024 as determined by the state accountability system identified targets such as, meeting standards on SAT, ACT, TSIA-2, earning an identified industry-based certification, and earning college credits.

**Indicators of Success:** More students will earn college credit, be college and career ready, and earn a CCMR accountability point.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be supported for success through human and material resources to implement and enhance instructional strategies, best practices, and supplemental resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the resources they need to be successful on State and National assessments or to earn an industry-based certification</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Counselors, CAC, CCR Advisor, Admin Team, ICs</p> <p><b>Funding Sources:</b> Instructional resources - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

**Performance Objective 1:** By June 2024, Willowridge High School will continue to support well rounded students and staff by building a positive school culture and climate through professional development and a strong use of school wide PBIS school system that reinforces, reminds, and redirects students to expected behaviors; reducing the overall number of student disciplinary infractions, and increased attendance as shown in district discipline data, attendance data, and responses to stakeholder surveys.

**Indicators of Success:** Formative IoS:

- \* By each quarterly CIP review, the percentage of students receiving PBIS rewards appropriately will increase by 10%.
- \* By the end of each grading cycle, the percentage of student disciplinary reports will be reduced by 10% in comparison to the same time as last years' reporting cycle.
- \* By the end of each grading cycle, the percentage of student attendance will increase by 3% in comparison to the same time as last years' reporting cycle.





Summative IoS:

- \* By June 2024, Willowridge High School will reduce the overall number of student disciplinary infractions, as shown in district discipline data, by ensuring strong use of PBIS systems school wide and mentoring to continue to build a positive culture.
- \* By June 2024, Willowridge High School will see an overall 5% increase in student attendance for the year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing Positive Behavioral Intervention and Support and classroom management training for the staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Correct Implementation of PBIS System                      Common use of PBIS language                      Decrease in student discipline referrals                      Increase in student attendances                      Campus and Classroom procedures, routines, and expectations are clear and evident.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrative Team, Guidance Counselor Facilitators</p> <p><b>Title I:</b>                      2.4, 2.6                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture                      - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Student incentives and rewards - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize PBIS strategies and reward system to promote a positive school culture that serves well rounded students.</p> <p><b>Strategy's Expected Result/Impact:</b> Correct Implementation of PBIS System  Common use of PBIS language  Decrease in student discipline referrals  Increase in student attendances</p> <p><b>Staff Responsible for Monitoring:</b> Campus Faculty and Staff</p> <p><b>Title I:</b>  2.4  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Items for rewards for students - 199 General Fund, Program to track PBIS points - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create explicit lessons for staff and students on PBIS guidelines for success, expectations, rewards and consequences; along with lessons that promote positive social emotional well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of adult-to-student interactions,  Decrease in student infractions  Create a sense of belonging  Build a language and culture of college and career readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance Counselors</p> <p><b>Title I:</b>  2.4  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> PBIS support materials and documents - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize campus Student Support Teams to identify and work closely with at-risk students by planning and providing intervention strategies that address academics, behavior, and/or attendance concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced Failure Rate, Increased Attendance Rate, Decrease Student Infractions</p> <p><b>Staff Responsible for Monitoring:</b> Admin. Team, Counselors, Drop Out Prevention Specialist, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Student absenteeism prevents students from progressing and achieving at high levels. When students are not in class, they cannot reap the benefits of instruction. <b>Root Cause:</b> Student/family responsibilities (work, sibling care, etc) cause students to be absent and/or tardy. Students do not have connection/rapport with their teachers and/or the campus as a whole to be invested. Lesson and instruction is not engaging so students do not see the benefit. There is a need for more education of students and families of the importance of attendance and academic success.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students are not performing at grade level/standards in reading, math, science, and social studies. <b>Root Cause:</b> Student absenteeism coupled with lack of teacher clarity around rigor, instructional model, student-centered instruction and implementing data to driven instruction.</p>
<p><b>Problem Statement 3:</b> Discipline data indicates that 9th and 10th-grade students experience the highest level of ISS/OSS. <b>Root Cause:</b> Incoming 9th grade students need more supports to adjust to high school and understanding the importance of earning credits, attendance, and behavior on their academic success.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 5:</b> Discipline data indicates that 9th and 10th-grade students experience the highest level of ISS/OSS. <b>Root Cause:</b> Incoming 9th grade students need more supports to adjust to high school and understanding the importance of earning credits, attendance, and behavior on their academic success.</p>

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By June 2024, Willowridge High School will retain and attract highly qualified teachers by improving its mentorship program and providing relevant, on-going professional development that strengthens professional portfolios and build social/emotional wellness based on responses from teacher surveys and participation rates.





**Indicators of Success:** Formative IoS:

- \* By each quarterly CIP review, the percentage of teachers implementing new strategies or utilizing resources acquired from campus PD sessions will increase by 10%.
- \* By December 2023, at least 50 % of Willowridge teachers will have participated in at least one campus Wellness activity.

Summative IoS:

- \* By June 2024, 100% of Willowridge teachers will respond positively to surveys related to campus climate and culture.
- \* By June 2024, Willowridge, will have a teacher turnover rate less than 10%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a Teacher of the Week/Month recognition to recognize and celebrate teachers' hard work, dedication, instructional growth/aptitude, positive relationships with students and colleagues.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved climate and culture as evidenced on surveys                      Observation data                      Retention Rates</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement Willowridge Wellness Activities for staff to support physical and social emotional health.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved climate and culture as evidenced on surveys                      Increased participation in wellness events                      Retention Rates</p> <p><b>Staff Responsible for Monitoring:</b> Health and Wellness Committee</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide a variety of professional learning opportunities throughout the year aligned to campus areas of focus of strengthening TIER I instruction, advanced academics, improving supports for Emergent Bilingual students, and improving college and career readiness opportunities for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Surveys, Observations, Participation, Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Master Teachers, Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Learning resources - 199 General Fund SCE, Region IV support - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop New Teacher Academy for new teachers with zero year experience and/or new to Willowridge to provide additional support in areas of classroom management, Skyward and Schoology, instructional models, and campus focus.</p> <p><b>Strategy's Expected Result/Impact:</b> Retention of teachers with 1-3 years experience Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Instructional Coaches</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Students are not performing at grade level/standards in reading, math, science, and social studies. **Root Cause:** Student absenteeism coupled with lack of teacher clarity around rigor, instructional model, student-centered instruction and implementing data to driven instruction.





**School Processes & Programs**

**Problem Statement 1:** Tier I instruction and progress monitoring is not consistently driven by data to support student growth. **Root Cause:** Teachers lack an understanding of data driven instruction and progress monitoring measures using protocols and assessing using rigorous skills application assessments.

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Performance Objective 1:** By June 2024, Willowridge High School will increase engagement for all stakeholders resulting in improved attendance rates, reduced discipline infractions, and growth in student achievement by providing consistent and timely communication, opportunities to participate in campus activities, ensure social and emotional support through mentorships, Guidance Counselors, Student Support Teams, and Drop Out Prevention systems to ensure parents and students social and emotional needs are met.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct monthly Emergent Bilingual Parent Academies to support Spanish speaking parents in navigating school processes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement for Spanish speaking parents.</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> - 199 General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use English to Spanish translation for all communication sent home through Blackboard and have Spanish speaking services available at parent meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement for bilingual parent Increased awareness of school activities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team.</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Translation Machine for parent meetings - 211 Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> WHS will increase the number of school spirit and community events such as Meet the Eagles, Homecoming Tailgate, academic nights, and other events to welcome parents and the community to be partners in education and support student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and the community will feel welcome on campus and want to support student success.</p>	Formative			Summative
	Oct	Dec	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Student absenteeism prevents students from progressing and achieving at high levels. When students are not in class, they cannot reap the benefits of instruction. <b>Root Cause:</b> Student/family responsibilities (work, sibling care, etc) cause students to be absent and/or tardy. Students do not have connection/rapport with their teachers and/or the campus as a whole to be invested. Lesson and instruction is not engaging so students do not see the benefit. There is a need for more education of students and families of the importance of attendance and academic success.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Students and parents are not actively or consistently engaged in clubs or community events. <b>Root Cause:</b> The campus culture has not been intentional in supporting high levels of recruiting for clubs and organizations or parental involvement or providing multilingual communication.</p>

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

# State Compensatory

## Budget for Willowridge High School

**Total SCE Funds:** \$180,000.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Compensatory funds will be allocated for the following: Saturday and afterschool tutorials EOC program evaluation HB4545 summer intervention Attendance Recovery monitors Supplies and resources to support student intervention (Edusmart, Sirius, Summit K12, All in Learning, Mission Math)



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrian Lewis	Social Studies Instructional Coach		1.0
Arianne Watkins	Math Instructional Coach		1.0
Carmela Taylor-Simon	ELA Instructional Coach		1.0
Chantel Reese	ELA Interventionist		1.0
Iesha Harris	Guidance Counselor Facilitator		1.0
Kimberly Green	College and Career Readiness Advisor		.5
Lawrence Moore	Science Instructional Coach		1.0
Lazette Smith-Johnson	Science Specialist		1.0
Monique Mayberry	ELA Instructional Coach		1.0
Rhyan Mays	Guidance Counselor Facilitator		1.0

# Campus Funding Summary

<b>199 General Fund</b>					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Items for rewards for students		\$0.00
4	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>199 General Fund SCE</b>					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional learning on grading practices		\$0.00
1	2	1			\$0.00
1	2	2	Tutorials and support for IBC testing		\$0.00
2	1	1	Student incentives and rewards		\$0.00
2	1	3	PBIS support materials and documents		\$0.00
2	1	4			\$0.00
3	1	3	Professional Learning resources		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>211 Title I-A</b>					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional and ongoing training of Data Drive insruction protocols		\$0.00
1	1	3	Job embedded training on PLC practices and planning		\$0.00
1	3	1	Instructional resources		\$0.00
2	1	2	Program to track PBIS points		\$0.00
3	1	3	Region IV support		\$0.00
4	1	2	Translation Machine for parent meetings		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>